

Component 6: To compare child labour in the Victorian era to modern labour in today's society using information shared by charities e.g. Oxfam, UNICEF.

What we will know after this sequence:

- That child labour still exists today
- Why child labour occurs
- To look closely at Article 32 and how organisations are there to protect children against child labour.



Vocabulary:

Charity, labour, rights, protection, organisation, unfair, unjust.

SEN: Pre-teach vocabulary, pictures to support key facts and vocabulary, sentence stems for writing.

Component 4: What is a workhouse and what were the conditions like?



What we will know after this sequence:

- Men, women and children were split up and forbidden from meeting.
- Children weren't taught to read and write
- They were made to wear a uniform – everyone had to know they were poor and lived in the workhouse.
- They were stripped and bathed.
- Children were hired out or sold to mines or factories
- Children had unpleasant jobs.
- Based on 'Poor Law' act of 1834

Vocabulary:

Workhouse, mine, factory, debt, orphan

How will this feed into my next learning:

I will use primary sources to identify job roles in a workhouse.

SEN: Pre-teach vocabulary, pictures to support key facts and vocabulary, sentence stems for writing.

Component 5: I will use primary sources to identify job roles in a workhouse.



What we will know after this sequence:

- Children had to work for their food and accommodation.
- Men and women had different jobs.
- The difference between primary and secondary sources.
- To be able to describe 3/4 different job roles including bone crushing, stone breaking, corn grinding, sewing and weaving.

Vocabulary:

Labour, gender, primary, secondary, agriculture, weaving, forced

How will this feed into my next learning:

I will compare child labour in the Victorian era to child labour in today's society.

SEN: Pre-teach vocabulary, pictures to support key facts and vocabulary, sentence stems for writing.

Component 3: I can identify key locations in the local area with a link to Charles Dickens's life.



What we will know after this sequence:

- Charles Dickens School (Broadstairs)
- He died at Gad's Hill (Higham)
- He wanted to be buried at Rochester Cathedral
- He is now buried in Westminster Abbey in Poets Corner.

Vocabulary:

Born, buried, lived, school, Cathedral, local, locations.

How will this feed into my next learning:

I will understand how Oliver Twist dealt with the issue of child labour in workhouses and 'The Poor Law'

SEN: Pre-teach vocabulary, pictures to support key facts and vocabulary, sentence stems for writing.

Component 2: I can create a timeline of key events in Charles Dickens's life.



What we will know after this sequence:

- The importance of timelines when studying history
- He was born in Portsmouth and died in Higham
- He worked in a blacking factory whilst his father was in prison for debt.
- He worked as an office boy for an attorney where he learnt shorthand.
- He worked as a journalist for the Morning Chronicle
- The key dates of when he wrote his most famous books.

Vocabulary:

Timeline, factory, journalist, attorney, office boy, newspaper, writer.

How will this feed into my next learning:

I can identify key locations in the local area with a link to Charles Dickens's life.

SEN: Pre-teach vocabulary, pictures to support key facts and vocabulary, sentence stems for writing.

Component 1: Who was Charles Dickens?

We should know:

- Key figures from the Victorian period and the corresponding dates.
- Queen Victoria's influence on Christmas toys.
- To be able to name books by our favourite authors.

What we will know after this sequence:

- He was born in 1812 and died in 1870
- He was an author from the Victorian era – he began his life poor but worked hard to become a famous author
- He wrote many famous books (Oliver Twist, A Christmas Carol, Great Expectations)
- All of his stories were based on a social issue.

Vocabulary:

Author, local, famous, social issue,

How will this feed into my next learning:

- I will be able to use a chronological timeline of Charles Dickens's life from rags to riches.

SEN: Pre-teach vocabulary, pictures to support key facts and vocabulary, sentence stems for writing.

