

Year 3 Summer 1 In Victorian Yorkshire



Curriculum Driver:

Geography

Create Explore Discover

Year 3 Summer 1 - In Victorian Yorkshire



Key Curriculum Driver: Geography

Other Curriculum Areas: Art and History

***Rationale:** In Victorian Yorkshire will provide the opportunity for children to understand the Geography of their local area. It will also allow them to understand and explore how Bradford has changed over time, focussing particularly on Victorian Bradford. Let's step back in time together to explore Victorian Bradford!*

By the end of this topic, most children will have:

An excellent knowledge of where places are and what they are like.

- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.*
 - An extensive base of geographical knowledge and vocabulary.*
 - Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.*
 - The ability to reach clear conclusions and develop a reasoned argument to explain findings.*
 - Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.*
 - Highly developed and frequently utilised fieldwork and other geographical skills and techniques.*
 - A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.*
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.*

Year 3
Summer 1 - In Victorian Yorkshir
Chris Quigley Milestones Covered



Subject	Milestone
<p><i>Geography</i></p>	<ul style="list-style-type: none"> · Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. · Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. · Use a range of resources to identify the key physical and human features of a location. <p><i>An excellent knowledge of where places are and what they are like.</i></p> <ul style="list-style-type: none"> · An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated. · An extensive base of geographical knowledge and vocabulary. <p><i>Human geography - including rivers and mountains.</i></p>
<p><i>History and Art</i></p>	<ul style="list-style-type: none"> · Use evidence to ask questions and find answers to questions about the past. · Suggest suitable sources of evidence for historical enquiries. · Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. · Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. · Suggest causes and consequences of some of the main events and changes in history. <p><i>Describe changes that have happened in the locality of the school throughout history.</i></p> <ul style="list-style-type: none"> · Place events, artefacts and historical figures on a time line using dates. · Understand the concept of change over time, representing this, along with evidence, on a timeline. · Use dates and terms to describe events. · Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> · dates · time period · change · Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. · Shape and stitch materials. · Use basic cross stitch and back stitch. · Colour fabric. · Create weavings. · Quilt, pad and gather fabric. <p><i>Replicate some of the techniques used by notable artists, artisans and designers.</i></p> <ul style="list-style-type: none"> · Create original pieces that are influenced by studies of others.

Topic Outcome

To understand how Bradford has changed over time.
 To understand how life was different in Victorian times.
 To understand the passing of time.

Topic Hook

Watch the film 'Oliver Twist'

Title: In Victorian Yorkshire

Curriculum Driver: History, Geography and Art

Coverage

History - Who were the Victorians? Who was Queen Victoria? When did she rule? What was life like in the Victorian times? Research Queen Victoria on the chromebooks and write produce a fact file about Queen Victoria.
Who was Sir Titus Salt? Why is he important to the people of Bradford? When and what was the Industrial Revolution? Research the inventions that were significant of the period. Do we still use these inventions today? How have they shaped the past? Produce a timeline of the key dates and inventions of the period. Where is Saltaire? Explore the mills. Why was wool important to Bradford? Why were children employed in mills? Look at the lives children in Victorian Bradford had and how it is different from ours today. Use photographs, and stories from the past to compare it to our lives now. Look into important / famous people during the victorian era and why they were important to the times. How has Bradford changed over time and why? Could you live in Victorian Bradford today? Why would it be hard? Would school be the same? Why not?

Free Writing Stimulus

- Information text
- A diary entry
- Mind maps
- Letter writing

Extended Writing Genres and Activities

- Children's own research about Victorian yorkshire.
- What can you find out from your own family tree about Yorkshire in the past?
- Can you write a report on what you have found out?

Trips and Experiences

Local research using Google maps around Saltaire to observe the local landscape.

Other subject Coverage

Art - Delve into the local artists of Leeds. What have they created and why are they famous? Can you recreate some of the artwork that they created using a wide variety of materials? What materials did the artists use? Why do you think they used this? Create your own piece of art that represents the local artists from Yorkshire.

DJ- What did Victorian people eat? Taste a few different foods that were a staple of the times

Music - ukuleles every Tuesday.

PSHCE - How to help those around you.

Texts to support topic

