



Ivy, Holly, Oak Time detectives

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p>Time Detectives</p> <p>Chn to come into the classroom and find that there has been a crime. All the technology that they use and is modern has been stolen and damaged so it doesn't work anymore.</p> <p>Who could have done this? Allow time for discussion and then in small groups, search the classroom for clues.</p> <p>Clues to include – Victorian toys, finger prints, a crown, a flat cap, chimney sweep stick etc. Put all these clues together and have a class discussion of who they think might have caused the damage to the classroom? When did the people we are suspecting live?</p> <p>Go through the Victorian PowerPoint for the children to have a brief insight into what it was like to live in Victorian England.</p>	<p>Red or caution tape</p> <p>Finger prints</p> <p>Chimney sweep brush</p> <p>Victorian toys</p> <p>Crown</p> <p>Flat cap</p> <p>PowerPoint</p>
Knowledge Harvest			<p>Chn to create a mind map in groups of what they already know about the past – anything they know at all about things that have happened in the past. Chn to complete this in one colour and write any questions they might have on post-it notes to be added to the learning wall and to be addressed through the topic.</p>	<p>A3 paper</p> <p>Coloured pens</p> <p>Post-it notes</p>
Big Picture		<p>Would you like to be a detective? A time detective who goes in search of evidence from the past? Evidence that tells you where people lived, what people did and what happened to them? Detectives need clues – our clues are going to be old objects and treasures from the past</p>		
HT1	1.03 to be able to ask and answer questions about the past.	Explore and understand changes to the lives of children beyond living memory	<p>Chn to recap on their discoveries during the crime scene search. What did we find? Have the different resources in the middle of the classroom and the children to get into a big circle and pass the evidence around the room – as you are handling the artefacts, what questions can you think of?</p> <p>Allow time to discuss questions and share these by writing them up on the IWB.</p>	<p>Finger prints</p> <p>Chimney sweep brush</p> <p>Victorian toys</p> <p>Crown</p> <p>Flat cap</p> <p>IWB</p> <p>Signs for different areas</p> <p>Post-it notes</p>

			<p>Watch the following clips: https://vimeo.com/27817973 A day in the life of a Victorian child https://www.youtube.com/watch?v=4gKGybl071I horrible histories – children be exploited workers</p> <p>Role Play – chn to then have time to role play what it would have been like to be a Victorian child. Have different areas around the classroom Coal mine, Factory School Chn to take on the different roles and role play the different characters. CT to take pictures and interview the different characters writing down their feelings on post-it notes for the learning wall.</p>	Camera				
HT2	1.05 to be able to order events and objects into sequence	Explore the life of a significant individual	<p>Why is the Victorian era called that? Allow time for discussion and talk about what a significant individual is from the WALT Go through the PowerPoint on Queen Victoria – why was she so important? Go through the slides and discuss questions as you go, making notes of the 7 key things that happened during her life.</p> <table><tr><th><u>Year 1 children</u></th><th><u>Year 2 Children</u></th></tr><tr><td>Chn to work in pairs on A3 paper in mixed ability groups. The page to have a line down the centre of it. Chn to have the 7 main events of Queen Victoria in writing and pictures for them to stick in the correct order on their timeline.</td><td>LA Chn to work in pairs on A3 paper. The page to have a line down the centre of it. Chn to have the 7 main events of Queen Victoria in writing and pictures for them to stick in the correct order on their timeline.</td></tr></table>	<u>Year 1 children</u>	<u>Year 2 Children</u>	Chn to work in pairs on A3 paper in mixed ability groups. The page to have a line down the centre of it. Chn to have the 7 main events of Queen Victoria in writing and pictures for them to stick in the correct order on their timeline.	LA Chn to work in pairs on A3 paper. The page to have a line down the centre of it. Chn to have the 7 main events of Queen Victoria in writing and pictures for them to stick in the correct order on their timeline.	A3 timeline sheet Rulers Pencils Glue Scissors Pictures and phrases PowerPoint
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			EXT – why was Queen Victoria called the ‘grandmother of Europe’?	MA and HA Chn to create a double page spread in their books, identifying the main events of Queen Victoria in order including year and what happened. HA to add additional detail <i>e.g. Queen Victoria was so distraught when Alfred died that she wore only black for the rest of her life.</i>	
HT3	1.06 be able to identify difference between their own lives and those of people who have lived in the past.	Compare our lives now to those who were alive beyond our living memory.	Victorian Day Chn to come to school dressed as Victorian children and to experience school like they would have during the Victorian era. AM Chn to practise their penmanship and basic arithmetic. Then to look at reading allow in front of everyone. CT to include hand inspections, yelling at the children and placing some of them in the corner with the dunce’s hat on. PM Girls – to learn about sewing and basic household chores. Boy – Sports and science lessons into identifying different trees and insects. Throughout the day make references to the children having to leave school and complete their jobs e.g. in the mines, cleaning chimneys.		Chalk Blackboards Ink Sewing needles Thread Cloth Quills Dunce hat Science books Footballs Cane/ruler
HT4	1.06 be able to identify difference between their own lives and those of people who have lived in the past.	Make comparisons between life beyond living memory and now.	Chn to recap on their day as a Victorian child – pose the question ‘how is it different to your schooling today?’ https://victorianchildren.org/victorian-children-in-victorian-times/ Go through the different images and watch the video that comes with this.		IWB Glue Scissors Pencils Images of Victorian children and now PowerPoint

Allow time for discussion and make notes up on the board to show the differences. Model their ideas how you want them to lay it out in their books.

<u>Year 1 children</u>	<u>Year 2 Children</u>
<p>LA and MA</p> <p>Children to have their books divided in half, one side to have a picture of a Victorian child and the other a child now.</p> <p>Chn to draw pictures of the differences e.g. a child going to work, a child playing.</p> <p>A child getting hit with a cane, a child smiling in a classroom.</p> <p>EXT – write a sentence for one of your pictures.</p>	<p>LA</p> <p>Chn to have their books divided in half, one side to have a picture of a Victorian child and the other a child now.</p> <p>Chn to cut and stick sentences under the correct image of what happened then, compared to now.</p> <p>EXT- to write their own sentence of how it is different.</p>
<p>HA</p> <p>Chn to have their books divided in half, one side to have a picture of a Victorian child and the other a child now.</p> <p>Chn to cut and stick sentences under the correct image of what happened then, compared to now.</p> <p>EXT- to write their own sentence of how it is different.</p>	<p>MA and HA</p> <p>chn to divide their page in half and have on one side to have a picture of a Victorian child and the other a child now.</p> <p>Chn to write the differences under the correct image and compare that to what it is like in the other era.</p> <p>Challenge – suggest a change that you agree with and why.</p>

Finish the lesson with the Victorian quiz.

HT5	1.07 understand that events and peoples actions have cause and effect	Understand events beyond living memory	<p>What is a war? Pose the question and allow time for discussion and sharing of answers.</p> <p>Discuss that we are focusing on a certain point during the Victorian era known as the Crimean war.</p> <p>What do soldiers need to ensure they can win a war? Supplies, good battle plans, good leadership, nurses and doctors.</p> <p>Watch the following clip on Florence Nightingale https://www.youtube.com/watch?v=lo5DdRLjkx8</p> <p>Why is Florence a significant person in history? What did she do?</p> <table><tr><th><u>Year 1 children</u></th><th><u>Year 2 Children</u></th></tr><tr><td>LA and MA To have an image of Florence in the middle of the page for them to then write around her the things that she did to help the hospitals and soldiers.</td><td>LA To have an image of Florence and scaffolded sentences to help them write what she did to help the conditions of the soldiers.</td></tr><tr><td>HA To have an image of Florence and scaffolded sentences to help them write what she did to help the conditions of the soldiers.</td><td>MA and HA Chn to write a diary entry as if they were Florence arriving at the hospital for the first time. What did she see and what did she think? How was she going to change things?</td></tr></table>	<u>Year 1 children</u>	<u>Year 2 Children</u>	LA and MA To have an image of Florence in the middle of the page for them to then write around her the things that she did to help the hospitals and soldiers.	LA To have an image of Florence and scaffolded sentences to help them write what she did to help the conditions of the soldiers.	HA To have an image of Florence and scaffolded sentences to help them write what she did to help the conditions of the soldiers.	MA and HA Chn to write a diary entry as if they were Florence arriving at the hospital for the first time. What did she see and what did she think? How was she going to change things?	IWB PowerPoint Images of Florence Scaffolded sentences Word mat Glue
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HT6	1.08 be able to communicate their historical knowledge and understanding in a variety of ways	Compare aspects of life in the same historical period	Think back to our previous lesson. Who was a famous nurse who changed the way that nurses looked after her charges?	IWB PowerPoint Post-it notes Pens Pencils						

			<p>Explain that there was also another famous nurse during the same war but is not remembered in the same way Show the following clip on Mary Seacole https://www.youtube.com/watch?v=xT9BTuBtCJs</p> <p>(teacher resource https://www.theschoolrun.com/homework-help/mary-seacole)</p> <p>Go through the PowerPoint on Mary Seacole. Ask questions and ensure understanding as you go. Focus on prejudice and what that means.</p> <p>Have the image of Florence and Mary on the board next to one another. How was their experience of the war different?</p> <p>Activity Chn to work in mixed ability pairs and year groups. Chn to have an image of Florence nightingale and Mary Seacole and together, they need to create their own quiz with questions about the two on post-it notes. Chn to create 6 questions for each significant person and then tables to swap and answer the table's questions. Who did the question belong to? Florence or Mary?</p> <p>Take pictures of their quiz questions for scrap book learning.</p>	<p>Images of Florence Images of Mary</p>
HT7	1.04 be able to use key words and phrases relating to the passing of time.	Write for different purposes Sequence sentences to form short narratives	<p>Recap on what they have learnt about the Crimean War, the conditions that the hospital were in and how famous nurses like Florence and Mary tried to help the soldiers, changing the way hospitals were run.</p> <p>Have an example of a letter that Florence wrote to her parents when she first arrived at the hospital. What</p>	<p>IWB PowerPoint Word mats Addresses Scaffolded sentences</p>

adjectives can you see that she used to describe the hospital?

Florence had a sister called Frances who she called 'Pop' for short. What might she write in a letter to her?

Have a planning sheet up on the board and as a class, write bullet points of what she might say.
Do the same with Year 2 – Mary Seacole

<u>Year 1 children</u>	<u>Year 2 children</u>
<p>LA</p> <p>Chn to write a letter pretending to be Florence to her sis Pop telling her what she has seen. Scaffolded sentences to support.</p> <p>MA and HA</p> <p>Chn to write a letter pretending to be Florence to her sis 'Pop' telling her what she has seen using the plan we did as a class to support.</p>	<p>LA</p> <p>Chn to write a letter pretending to be Florence to her sis 'Pop' telling her what she has seen using the plan we did as a class to support.</p> <p>MA and HA</p> <p>Chn to write a letter as if they were Mary Seacole to a friend back in England talking about her experience of rejection to join Florence Nightingale and then going anyway and what she saw.</p>

Reflection

Chn to go back to their original mind map they did in groups. Using a different colour, children to add all the things they have learned to the mind map to show their progression in their topic.

Chn to write their favourite fact they have learnt on a post-it note and make a book out of their favourite facts as a class comment book.

Post-its
A3 paper
Coloured pens
Scrap book