



# The Victorians – Term 2

Southville Primary School

Year 1

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Victorian local areas of interest - Dame Emily Park (coal mine), North Street, Robinson factory and streets around Southville Primary School	Local walk around Victorian streets and coal mine	Mary Seacole William Morris	Children are able to talk about what life was like in Victorian times. Children able to produce a William Morris style print
<b>Diversity, Equity and Inclusion</b> Mary Seacole Discrimination against women and black people faced in Victorian times		<b>Linked Learning</b> Shape - Maths (Printing) Maps - Geography skills covered in Year 1	
<b>Driver 1: History</b> <i>What was it like to live in Victorian times?</i>		<b>Driver 2: Art</b> <i>Can you make a repeating pattern like William Morris?</i>	
<b>Driver 1 Objectives</b> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>significant historical events, people and places in their own locality.</li> </ul> <p><b>Substantive Historical Concept:</b> Children learn about important substantive concepts through repeated encounters in different, specific and meaningful contexts as they move through the school. This helps children to understand new material by linking, connecting, and building on prior knowledge. We have grouped them to make it easier for teachers to identify and make links between units of work:</p> <ul style="list-style-type: none"> <li>Community and culture</li> <li>Conflict and disaster</li> <li>Exploration and invention</li> <li>Hierarchy and power</li> </ul>		<b>Driver 2 Objectives</b> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><b>Theoretical Knowledge:</b></p> <ul style="list-style-type: none"> <li><b>Key Artist and Movement:</b> William Morris (Arts and Crafts Movement)</li> <li><b>Themes / Genre:</b> Pattern designer, Nature, Plants, Animals</li> <li><b>Context and Significance:</b> William Morris, a central figure in the Arts and Crafts Movement, created nature-inspired, functional designs, particularly famous for his wallpaper. His work, which emphasized the beauty of handcrafted art over industrial mass production, challenged mechanized craftsmanship and reflected Victorian values. Morris's designs continue to inspire today.</li> </ul> <p><b>Practical Knowledge:</b></p> <ul style="list-style-type: none"> <li><b>Area of Making:</b> Drawing, Painting and Printing</li> <li><b>Media:</b> Watercolour, Paper, Paint brushes, Colour palettes</li> <li><b>Methods and Techniques:</b> Mark making, Colour mixing, Printing, Repetition, Creating patterns, Observational drawing</li> </ul>	
<b>Driver 1 Disciplinary Knowledge and Skills</b> This is knowing how historians investigate the past, and how they construct historical claims, arguments and accounts. Pupils build up this knowledge progressively as they move through the school.		<b>Driver 2 Disciplinary Knowledge and Skills</b>	
<ul style="list-style-type: none"> <li><b>Chronology</b> – having a secure overview of major developments and periods to contextualize new knowledge, as well as making connections within and throughout periods of time studied</li> <li><b>Sources and Evidence</b> – how we know about the past: a source may present a viewpoint, position or bias from the time as well as the attitudes, beliefs and culture. It is important to evaluate their usefulness and reliability</li> </ul>		<ul style="list-style-type: none"> <li><b>Shape</b> is a flat (2D) area surrounded by an outline or edge: How are shapes used or combined? How does the combination of shapes make things look 3D?</li> <li><b>Lines</b> are used to show movement and mood. Is the use of line static or dynamic? How do they determine motion and direction in a piece?</li> <li><b>Colour</b> is used to convey atmosphere and mood. How has colour been combined and varied to create mood and reaction in the viewer?</li> <li><b>Value</b> is the intensity of colour and depends on the amount of white added.</li> </ul>	

<ul style="list-style-type: none"> <li>● <b>Cause and Consequence</b> – the reason and result of the things that happened in history</li> <li>● <b>Change and Continuity</b> – how key people, places and events changed or stayed the same over time</li> <li>● <b>Similarity and Difference</b> – compare similarities and differences: what stayed the same and what was different between people, places and points of view? Why?</li> <li>● <b>Historical significance</b> – why people, events and ideas are important in our studies</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Form</b> – artists use form when they create sculptures or the effect of flat objects being 3D. How has the artist made flat parts of an image appear 3D e.g. shading?</li> <li>● <b>Texture</b> is the look and feel of a surface. How is the feel of a piece related to the materials it is made from?</li> <li>● <b>Space</b> in artwork makes a flat image look like it has form. How has the empty area around shapes been used?</li> </ul>
<p><b>Driver 1 Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Tier 1:</b> Victorian, hospital, rules, dress, map, photo, same, different, local, area</li> <li>● <b>Tier 2:</b> era, timeline, Victorians, compare, inspect, alphabet, chant, rhyme, sketch, freeze frame, portrait, object, significant, location, surroundings</li> <li>● <b>Tier 3:</b> Victorian classroom, Florence Nightingale, Mary Seacole, Bedminster, Merrywood Hall, coal mines, primary sources, drill, limerick, scrap album, Queen Victoria</li> </ul>	<p><b>Driver 2 Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>● <b>Tier 1:</b> line, shape, colour, mark, hard, soft, light, dark</li> <li>● <b>Tier 2:</b> print, mix, pattern, design, texture</li> <li>● <b>Tier 3:</b> William Morris, observational drawing</li> </ul>

<p><b>Driver 1 Sequence - What was it like to live in Victorian times?</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> Understand that the Victorian era was a long time ago, and start to think about how life was different/the same in the past (Victorian everyday life).</li> <li>2. <b>WALT:</b> Understand that the Victorian era was a long time ago, and start to think about how life was different/the same in the past (Victorian Drawing).</li> <li>3. <b>WALT:</b> Understand that the Victorian era was a long time ago, and start to think about how life was different/the same in the past (Victorian Handwriting).</li> <li>4. <b>WALT:</b> Understand that the Victorian era was a long time ago, and start to think about how life was different/the same in the past (PE Drill).</li> <li>5. <b>WALT:</b> Understand that the Victorian era was a long time ago, and start to think about how life was different/the same in the past (Make a Scrap Album).</li> <li>6. <b>WALT:</b> Compare Southville in Victorian times and now using primary sources (Bedminster History Map, Victorian photos, local area maps).</li> <li>7. <b>WALT:</b> Compare Southville in Victorian times and now, using primary sources (1828 map, 1894 map, Victorian photos, modern-day map).</li> <li>8. <b>WALT:</b> compare hospitals now and in Victorian times.</li> <li>9. <b>WALT:</b> look carefully at old objects and find out who Mary Seacole was.</li> <li>10. <b>WALT:</b> order events in Mary Seacole's life and think about why she is important.</li> <li>11. <b>WALT:</b> think about what life was like in Victorian times.</li> </ol>	<p><b>Driver 2 Sequence - Can you make a repeating pattern like William Morris?</b></p> <ol style="list-style-type: none"> <li>1. <b>WALT:</b> observe artist's work.</li> <li>2. <b>WALT:</b> draw carefully.</li> <li>3. <b>WALT:</b> use a variety of paints to develop our sketches.</li> <li>4. <b>WALT:</b> understand a printing technique.</li> <li>5. <b>WALT:</b> use a printing technique</li> </ol>
<p><b>Ongoing Continuous Provision</b></p> <ul style="list-style-type: none"> <li>● <b>Creative Activities:</b> Design your own medal for Mary Seacole (themes: bravery, kindness, imagination), Create your own timeline, Create maps, Draw portraits, Create a first aid box/Dr bag, Buildings out of Lego and Duplo</li> <li>● <b>Art and Craft:</b> Still life drawing, Chalk, Scrapbook</li> <li>● <b>Role Play:</b> Hospital role play area</li> </ul>	<p><b>Ongoing Continuous Provision</b></p> <ul style="list-style-type: none"> <li>● <b>Repeating patterns</b> using paper/wooden shapes/florals</li> <li>● <b>Floral cut &amp; stick collage</b></li> <li>● <b>Plant drawings</b></li> <li>● <b>Printing with different items</b></li> <li>● <b>Tracing/colouring William Morris designs</b></li> <li>● <b>Create own colour palettes</b></li> </ul>