

**Topic Title:** Victorious Victorians

**Topic Focus:** Victorian era in Britain

**Cycle:** Cycle One

**Term:** Autumn Term

**Year Group:** 5/6

**Environment:**

The first display board in the corridor will explain the topic hook to any visitors and be accompanied by any photographs and writing from the day.

At the start of the corridor is a Victorian steam train with smoke billowing up. On each display board, outside the classrooms, are silhouette portraits of the children.

Further down the corridor, there is a Victorian living room, a street scene and then at the end of the corridor is a Victorian school.

**Description of Unit:**

During the topic Victorious Victorians the children will discover when Victoria (Britain's second longest reigning monarch) lived and reigned, about her family and personal life as well as other key events in her life were and what she was like. They will then examine the vast expanse of the British Empire and challenge themselves to find countries and continents on a map as they discover which countries were part of the British Empire during the Victorian era as well as discover why Britain became the leader in trade and industry thanks to the Industrial Revolution and find out about the positive and negative effects of the move from rural to urban life on the ordinary people of Britain. The children will identify inventions created during the Victorian era and explore some of the social and technological advances of the time and how they affected every day life. In addition to inventions, they will find out about other key influences during the era such as the work of Isambard Kingdom Brunel and his pioneering designs for bridges, tunnels, ships and trains before looking in more detail at the Clifton Suspension Bridge. Children will have the opportunity to work with different materials to design, make and evaluate their own model bridge based on Brunel's designs.

During the second half term, the children will continue to look at key influences and discover the roles Dr Barnardo and Lord Shaftesbury played in looking at the laws and changes that were made during this period of time to protect children. This will then move on to looking at health and medicine. The children will find out about more extra-ordinary people and how advances in medical care (such as antiseptics, anaesthetics and better nursing standards) helped to reduce death rates from some gruesome diseases. The children will discover the world of the Arts and Crafts movement, find out who William Morris was and what kind of art he produced before designing their own wallpaper design based on the work of Morris and compare his work to a modern-day artist. In addition to this, they will discover the popular Victorian art of decoupage in this lesson as your class discover what kinds of artwork was produced by decoupage enthusiasts (including Queen Victoria herself!), before creating either a Victorian or modern piece of decoupage artwork. Finally, they will be introduced to the Quaker movement, exploring how it began in 1650, what Quakers believe and how they worship, before thinking about how Quaker beliefs and practices differ from those of other Christian groups.

<p><b>Stunning Start:</b> Children to receive a telegram inviting them to join a Victorian School in September.</p> <p>On the first day of term, the children were introduced to what a Victorian school day would be like. They were encouraged to dress up and were met on the playground by staff ringing a bell. Boys were lined up first and girls behind.</p> <p>In the classroom, the tables were laid out in rows and children seated (Boys at the front and girls at the back).</p> <p>During the day, the children participate in a range of typical 'Victorian lessons' including: hand inspection, reading, arithmetic and writing. In the afternoon, the children learned the National Anthem as well as perform drills and create a thaumatrope.</p>	<p><b>Other Curriculum Areas</b> English will also be taught discreetly when needed Computing: See the separate planning from Dan Bunker to run alongside this unit focusing on using Music – taught discreetly by the school music service PSHE – Taught discreetly. See separate planning. RE – Focused on Power. Planning from the HIAS RE website PE – See separate MTP. Taught discreetly with planning supported by the online service PE Planning.</p>
<p><b>Key Outcomes for the term:</b> What are the main things we want the children to learn? <i>By the end of this unit we want the children to be able to answer the main question: <b>Was the Victorian era important?</b></i> To help them achieve this, they will be answering the following questions during the unit:</p> <ul style="list-style-type: none"> <li>• How was schooling in Victorian times different from schooling today?</li> <li>• Why was it called the Victorian era</li> <li>• Why was Britain so powerful during the Victorian era?</li> <li>• What was the industrial revolution and how did it change Britain?</li> <li>• What inventions were of importance during the Victorian era?</li> <li>• Who was Isambard Brunel and what impact did he have on Victorian engineering?</li> <li>• What was life like for a poor Victorian child?</li> <li>• What changes took place for poor children during the Victorian era?</li> <li>• What medical discoveries changed medicine in the Victorian era?</li> <li>• How has Victorian art influenced 21st century art?</li> <li>• What is the art of decoupage?</li> <li>• Who were the Quakers and what did they believe?</li> </ul>	<p><b>Vocabulary:</b> Victorians Drill Leisure British Empire Power Industrial Revolution Parliament Population Reform Workhouse Responsibility Resilience</p>

Date, Context and Key Texts	Key Questions/ Learning Objectives/ Tasks	N.C Objectives and Progression of practical knowledge	Key Outcomes
<p><b>Week 1</b></p> <p>5.9.18 (INSET DAY- 3 day week)</p> <p><b>Key fiction texts for topic:</b> Street Child <i>Bernie Doherty</i></p> <p>The Peculiars <i>Kieran Larwood</i></p> <p>Cogheart <i>Peter Bunzl</i></p> <p><b>Key Non-Fiction Texts:</b> You wouldn't want to be a Victorian Schoolchild! <i>John Malam</i></p> <p>A Victorian childhood <i>Ruth Thompson</i></p> <p>Men, women and children in Victorian times</p>	<p>Over the first 3 days, Children to answer the question: <b><i>How was schooling in Victorian times similar and different to schooling today?</i></b></p> <p>Day 1 – children to come to school dress as Victorian school children and experience the day at a Victorian school. Set rules for the day. (E.g. standing when someone comes into the room) Split the children into boys and girls within the class. Call boys by their surnames and girls by their first names. Complete Victorian activities such as times tables recital, drill, handwriting, spelling, unravelling balls of wool, sewing, Roman Numerals, Learn National Anthem. Children forced to work with right hand. Use Victorian punishments to deal with behaviour. E.g. whipping and dunce's hat. <i>How is their normal day similar/different to the day of a Victorian school child? What is good/bad about the schooling in Victorian times? How would they feel if they were whipped when they had made the wrong behaviour choices? Would it make them be good? How would they feel if they had to wear the dunce's hat if they got something wrong? Why do they think schooling was like this in Victorian times?</i> Children write a diary entry to explain what their day was like.</p> <p>Children consider some current leisure activities that would not have been available to Victorian children. <i>What do they mean by leisure? How much leisure time do they have? What kinds of jobs do they have to do at home? Do any of them work? Why not? Is this the same or different to Victorian times?</i> They will learn about some different Victorian toys and games, and compare modern and Victorian leisure time for children.</p> <p><i>Can children suggest some of the pastimes of Victorian children? Experience making Victorian toys/playing some games</i></p> <p><i>Can children compare modern and Victorian children's leisure pursuits? Would they be happy playing with these traditional toys? Children give opinions.</i></p> <p>Day 2 – Children work on creating a timetable for a day in a Victorian school – one for a boy and one for a girl. <i>How would the day for boys and girls be different? Why?</i> Look at records of punishments and photos of Victorian schools. Look at the Education Act. <i>Why did the children still want to go to school? What was the alternative? What would they choose?</i></p> <p>Day 3 – Summarise what learnt. <i>Can children identify the features of a Victorian school? Can children explain some of the educational reforms that took place during the 19th century? Can children explain the differences between modern and Victorian schools?</i> Children produce an information text to answer the question <b><i>'How was schooling in Victorian times similar and different to schooling today?'</i></b></p>	<p><b>HISTORY:</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>Progression of practical knowledge (Year 5 Year 6)</b> <i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul>	<p><b>Writing Outcomes:</b> * Diary * Information text – similarities/differences/introduction/conclusion</p> <p><b>Core and Foundation Subjects Outcomes:</b> * Timetable for Victorian School day * Make a thaumatrope * Black and white photographs of children during Victorian school day * Add to class timeline</p>

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<p><b>Week 2</b></p> <p>10.9.18</p> <p><b>Key Texts:</b> Who was Queen Victoria? <i>Jim Gigliotti</i></p> <p>Queen Victoria <i>Usbourne Young Readers</i></p> <p>Vile Victorians <i>Terry Deary</i></p>	<p><b><i>Why was it called the Victorian era?</i></b></p> <p><b>HISTORY:</b> <i>What era are we looking at? What is it called? Why do you think it was named after a person? Introduce the question the children need to answer this week. Why are we learning about the Victorians? What do we want to understand at the end? Refer back to overall question about the importance of the Victorian era.</i></p> <p>Children start by considering what they already know about Queen Victoria. Have you ever heard of Queen Victoria? They are then given a brief overview of her life, including her early life, ascension to the throne, family life, her role as queen, the death of Prince Albert, and finally her own death in 1901. They will use what they have found out to describe Victoria's character. <i>What have you learnt about Queen Victoria's life? What clues can you find about her character?</i> Children can then complete a family tree, present what they have found out about Victoria in a variety of ways or prepare their own Queen Victoria quizzes to answer the question above.</p> <p><b>Assessment of the learning –</b></p> <ul style="list-style-type: none"> <li>Do children know who Queen Victoria was and why she was important?</li> <li>Can children describe some of the main events in the life of Queen Victoria?</li> <li>Can children describe what Queen Victoria was like as a person?</li> </ul> <p><i>Can the children write a brief biography on Queen Victoria?</i></p>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>The changing power of monarchs using case studies such as John, Anne and Victoria</li> </ul> <p><b>Progression of practical knowledge</b></p> <p><b>HISTORY: (Year 5 Year 6)</b></p> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Uses timelines to place and sequence local, national and international events.</li> <li>Uses timelines to place events, periods and cultural movements from around the world.</li> </ul> <p><b>Knowledge and Understanding of past events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>Identifies and uses different sources of information and artefacts.</li> <li>Evaluates the usefulness and accuracy of different sources of evidence.</li> <li>Selects the most appropriate sources of evidence for particular tasks.</li> </ul>	<p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>*Adjectives to describe Queen Victoria</li> <li>Description of Queen Victoria</li> <li>*Biography on Queen Victoria</li> </ul> <p><b>Core and Foundation Subjects Outcomes:</b></p> <ul style="list-style-type: none"> <li>* Timeline of Queen Victoria's life</li> <li>* Family Tree</li> <li>* Create a Queen Victoria quiz (computing link)</li> <li>* Add to class timeline</li> </ul>

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<p><b>Week 3</b></p> <p>17.9.18</p> <p><b>Key Texts:</b> Barmy British Empire <i>Terry Deary</i></p> <p>The British Empire <i>Ellis Roxburgh</i></p>	<p><i>Why was Britain so powerful during the Victoria Era?</i></p> <p><b>HISTORY AND GEOGRAPHY:</b> <i>What era are we looking at? What is it called? What have we learnt so far? Why are we learning about the Victorians?</i> Introduce the question the children need to answer this week. What do we want to understand at the end? Refer back to overall question about the importance of the Victorian era.</p> <p>Introduce the term empire to the children and look at the definition of the word. How would you define an empire? Think of a class definition as a class. Explain that an empire is a group of countries or states that are ruled over by a monarch, emperor or empress. European countries had been competing to gain control of different countries and colonies for hundreds of years. During the Victorian era, Britain became the largest and most powerful empire in the world and took control of over a fifth of the world's surface. <i>Which countries were part of the empire?</i> Show children the map of the British Empire at its height in 1897 and the population figures. <i>Did they all want to be part of the empire? How do you think an empire is created?</i> They explore how and why Britain's empire in the Victorian period was very powerful. <i>What might make an empire powerful? How do you keep control of an empire?</i> Go through some of the countries that became part of the British Empire during the Victorian era and ask children to find the countries on the world map and state what continent they belong to. They use maps to explore the coverage of the British Empire in the 1800s and are challenged to identify the countries and continents included in the empire.</p> <p>Focus on why the empire made Britain so powerful. <i>What did an empire allow Britain to do?</i> Children write an explanation text to answer the questions for the week.</p> <p><b>Assessment for Learning</b> Can children name some of the countries that were part of the British Empire during the Victorian era? Can children locate countries on a world map? Can children identify which continent countries belong to?</p> <p>Can the Children write an explanation text to explain why Britain was so powerful?</p>	<p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>A significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul> <p><b>GEOGRAPHY:</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><b>Progression of practical knowledge</b> <b>HISTORY: (Year 5 Year 6)</b> <i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul> <p><b>Progression of practical knowledge</b> <b>GEOGRAPHY:</b> <i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>Locate the main countries in Europe and North or South America. Locate and name principal cities.</li> <li>Locate and name the main counties and cities in England.</li> <li>(Linking with History) Compare land use maps of the UK from past with the present. Focus upon land use.</li> <li>On a world map, locate the main countries in Africa, Asia and Australasia / Oceania. Identify their main environmental regions, key physical and human characteristics and major cities.</li> <li>(Linking with local History) Map how land use has changed in the local area over time</li> </ul>	<p><b>Writing Outcomes:</b> * Explanation text – explaining why Britain was so powerful</p> <p><b>Core and Foundation Subjects Outcomes:</b> * Contrasting maps identifying countries in the British Empire – then and now * Add to class timeline</p>

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<p><b>Week 4</b></p> <p>24.9.18</p> <p><b>Key texts:</b> Life during the industrial revolution <i>Anita Ganeri</i></p>	<p><i>What was the Industrial Revolution and how did it change Britain?</i></p> <p><b>HISTORY:</b> <i>What era are we looking at? What is it called? Why are we learning about the Victorians? What have we learnt so far?</i> Introduce the question the children need to answer this week. What do we want to understand at the end? Refer back to overall question about the importance of the Victorian era.</p> <p>Focus on the terms industrial revolution and establish the meaning. What do you already know about the Industrial Revolution? Children to think, pair, share their ideas. Explain what the Industrial Revolution was, including the development of steel, steam and the number of factories. How do you think the Industrial Revolution affected the lives of people in Britain? Invite children to share their ideas.</p> <p><i>What effects might this have had on the lives of people in Britain? How could we find out? How do we know about the past?</i> Explain that the population moved from the countryside to the towns because of the increase in work available in factories and describe how this affected living conditions and the lives of ordinary people in Britain.</p> <p>Look at some of the major changes to industry and why so many people moved from rural to urban areas during this time. Consider ways in which the Industrial Revolution changed the lives of people in Britain, and summarise its positive and negative impacts.</p> <p><b>Assessment of the learning</b> Can children explain what the Industrial Revolution was? Can children give examples of how the Industrial Revolution affected the population of Britain? Can children identify the positive and negative effects of the Industrial Revolution?</p>	<p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul> <p><b>Progression of practical knowledge</b></p> <p><b>HISTORY:</b> <i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul>	<p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>* Non-chronological report – introduction/examples of changes/impact of changes/positive and negative effects of these</li> </ul> <p><b>Core and Foundation Subjects Outcomes:</b></p> <ul style="list-style-type: none"> <li>* Table comparing and contrasting industrial changes</li> <li>* Add to class timeline</li> </ul>

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<p>Week 5</p> <p>1.10.18</p> <p><b>Key texts:</b> 19<sup>th</sup> Century Railway Fiona MacDonald</p>	<p><i>What Inventions were of importance during the Victorian era?</i></p> <p><b>HISTORY:</b> <i>What era are we looking at? What is it called? Why are we learning about the Victorians? What have we learnt so far?</i> Introduce the question the children need to answer this week. What do we want to understand at the end? Refer back to overall question about the importance of the Victorian era.</p> <p>Introduce the word invention and establish meaning. <i>Why are inventions important? Are things still being invented? Can you think of anything that has been invented recently?</i> Introduce some of the key inventions of the Victorian era, including electricity, flushing toilets, cameras, telephones, bicycles and cars. <i>What might life have been like before these inventions? Chn discuss. How might people have felt about these inventions? Would everyone have been pleased at first?</i> They will then be challenged to identify further inventions, order them chronologically and consider their impact on society.</p> <p><b>Assessment for learning –</b> Can children name some inventions of the Victorian era? Can children name some inventors of the Victorian era? Can children evaluate the importance of some of the inventions of the Victorian period?</p> <p>Children write a persuasive argument to explain which invention they believe was the most important of the Victorian era and why.</p>	<p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>a significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul> <p><b>Progression of practical knowledge</b></p> <p><b>HISTORY:</b> <i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>Identifies and uses different sources of information and artefacts.</li> <li>Evaluates the useful and accuracy of different sources of evidence.</li> <li>Selects the most appropriate sources of evidence for particular tasks.</li> </ul>	<p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>* Persuasive argument – most important invention from Victorian era</li> <li>Extension: which has had the biggest impact on modern life</li> </ul> <p><b>Core and Foundation Subjects Outcomes:</b></p> <ul style="list-style-type: none"> <li>* Add to class timeline</li> <li>* Timeline of inventions</li> <li>* Diamond 9 – order inventions from most to least important</li> </ul>

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<p><b>Weeks 6 and 7</b></p> <p>8.10.18 15.10.18</p> <p><b>Key texts:</b> Brunel The Great Engineer</p>	<p><i>Who was Isambard Brunel and what impact did he have on Victorian engineering?</i></p> <p><b>DT AND HISTORY:</b> <i>What era have we been learning about? What is it called? Why are we learning about the Victorians? What have we learnt so far?</i></p> <p>Introduce the question the children need to answer this week. What do we want to understand at the end? Refer back to overall question about the importance of the Victorian era.</p> <p>Show children a picture of Isambard Kingdom Brunel and ask if anyone knows why he is remembered today. Introduce the name Isambard Kingdom Brunel. <i>Have you ever heard of this person before? Has anyone seen any of the streets in Portsmouth named after this man? Why might someone have streets named after them? What can we infer from that?</i> Introduce Isambard Kingdom Brunel and his achievements as an engineer. Go through the information about Brunel's life, work and some of the achievements he is remembered for, such as the railway line from Bristol to London. Explain that Brunel designed many bridges during his lifetime, including the Clifton Suspension Bridge.</p> <p>Show children the picture of this bridge on the slides. Can you explain how the bridge is sturdy enough to support the weight even though there is nothing supporting the centre from underneath? Can you describe to your partner how the mechanisms are working? How do they work?</p> <p>If we were to create a replica of the Clifton Suspension Bridge, what materials do you think we could use? Children to think, pair, share their ideas then list on the slides. Children are challenged to build a model of the bridge using different materials. <i>Which materials could you use? What are the properties of that material that make it suitable/unsuitable? Which would be the best materials to use? Why?</i> They must generate ideas on how to strengthen joints, corners and other parts of their model. Discuss ways of strengthening structures, e.g. by adding triangles to corners.</p> <p><b>Assessment of learning:</b> <i>Can children design and plan a model bridge, stating what they will need and how they will achieve their design?</i> <i>Can children work safely and sensibly with a variety of materials and tools to create a model bridge?</i></p>	<p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>A significant turning point in British history, for example, the first railways or the Battle of Britain</li> </ul> <p><b>DT:</b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Progression of practical knowledge</b></p> <p><b>HISTORY:</b></p> <p><i>Chronological Understanding</i></p> <ul style="list-style-type: none"> <li>Uses timelines to place and sequence local, national and international events.</li> <li>Uses timelines to place events, periods</li> </ul> <p><i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul> <p><b>DT:</b></p> <p><i>Technical Knowledge</i></p> <ul style="list-style-type: none"> <li>They apply their understanding of how to strengthen and combine materials, stiffen or reinforce structures.</li> </ul> <p><i>Design</i></p> <ul style="list-style-type: none"> <li>To use research and develop design criteria to inform the design and ensure that it is fit for purpose.</li> <li>To generate and communicate their ideas through discussion and annotated sketches.</li> <li>They can follow and refine my plan if needed.</li> <li>Look at the work of related designers to see how their products are used within our world.</li> </ul>	<p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>Fact file on Isambard Brunel</li> <li>Investigation of materials</li> <li>Instructions – How to build an Isambard Brunel inspired bridge</li> </ul> <p><b>Core and Foundation Subjects Outcomes:</b></p> <ul style="list-style-type: none"> <li>Timeline of IB's achievements</li> <li>Add to class timeline</li> <li>Design, plan and test materials (predictions)</li> <li>Completed bridge</li> <li>Evaluation of designs</li> </ul>

	<p><i>Can children evaluate their finished products and state what they think and feel about them?</i></p>	<ul style="list-style-type: none"><li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</li><li>• Look at the work of related designers to see how their products are used within our world.</li></ul>	
<p><b>Half Term</b></p>			

Date, Context and Key Texts	Key Questions/ Learning Objectives/ Tasks	N.C Objectives and Progression of practical knowledge	Key Outcomes
<p><b>Week 8</b></p> <p>30.10.18 (4-day week)</p> <p><b>Key texts:</b> Hard Times: Growing up in the Victorian age</p> <p>You wouldn't want to work in a Victorian mill! <i>John Malam</i></p> <p>Children in history: Victorians</p> <p>Men, women and children in Victorian times</p>	<p><i>What was life like for a poor Victorian child?</i></p> <p><b>HISTORY:</b> <i>What era are we looking at? What is it called? Why are we learning about the Victorians? What have we learnt so far?</i> Introduce the question the children need to answer this week. What do we want to understand at the end? Refer back to overall question about the importance of the Victorian era.</p> <p>Show children the sequence from the film 'Oliver Twist' of when Oliver meets the Artful Dodger, Fagin and the other boys, or read the extract from the novel on the slides. Where does this take place? What can we infer about the life of poor children from this source? EXTEND – how accurate do you think this depiction is and why?</p> <p>Introduce other photos and other sources of information about the lives of children. <i>What can they tell from the photos? What clues can they see? Do you think these children are rich or poor? What makes you think that? Do you think the lives of the rich and poor are the same/different? How might they be different? What might a child in a poor house have to do that a child in a rich house would not? How might that affect their childhood?</i> Explain that poor children in Victorian times had to work from a very young age and that the very poorest (often orphans) went to the workhouse. What kinds of jobs do you think they did? Explore why many children had to work as soon as they were able and how dangerous the jobs were. <i>Why were children often made to do these jobs? What would the dangers be? What would happen to the child if they were injured?</i></p> <p>Children will use a variety of sources to find out about the lives of poor children and what they did for a living. What historical sources could we use to find out the information?</p> <p>Children to use the information they gather to create a piece of writing to tell what life was like.</p> <p><b>Assessment of learning:</b> Can you list some of the jobs of poor Victorian children? Can you explain why such young children were forced to work? Can you use a variety of information sources to find out information?</p>	<p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul> <p><b>Progression of practical knowledge</b></p> <p><b>HISTORY: (Year 5 Year 6)</b></p> <p><i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul>	<p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>* Historical recount</li> <li>* Job advert</li> <li>* Diary</li> </ul> <p><b>Core and Foundation Subjects Outcomes:</b></p> <ul style="list-style-type: none"> <li>* List/table of jobs for Victorian children including responsibilities/pay/dangers</li> </ul>

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<p><b>Week 9</b></p> <p>5.11.18</p> <p><b>Key texts:</b> Hard Times: Growing up in the Victorian age <i>You wouldn't want to work in a Victorian mill!</i> <i>John Malam</i> Children in history: Victorians Men, women and children in Victorian times</p>	<p><i>What changes took place for poor children during the Victorian era?</i></p> <p><b>HISTORY:</b></p> <p><i>What era are we looking at? What is it called? Why are we learning about the Victorians? What have we learnt so far?</i> Introduce the question the children need to answer this week. What do we want to understand at the end? Refer back to overall question about the importance of the Victorian era.</p> <p>Explaining that the reasons for the poor working conditions of children during the Victorian era was largely due to the fact that there were no laws to protect children like there are today.</p> <p>This, on top of the changes that took place due to the Industrial Revolution, meant that children were often ill-treated. Explain that some people wanted to change things and make the situation better for children. Show the pictures of Dr Barnardo and Lord Shaftesbury. <i>Do you know who these people are?</i> Explain briefly that they worked for better conditions for children. They weren't the only ones. Explain that during the Victorian era, MPs set up many commissions to investigate the conditions of child labour and that many Acts were passed to protect children. Show the examples on the slides. EXTEND – <i>who might not have been happy about these changes? Why might some MPs have fought against laws to protect working children?</i></p> <p>In groups, children to create role of wall for Lord Shaftesbury and Dr Barnardo. Children to create a persuasive poster to encourage people to give Dr Barnardo money. <i>How will you persuade people? What language will you use?</i></p> <p>Ask children to think about how the work Dr Barnardo did has affected social and charity work today. <i>What influence do you think he had? What evidence of his work can you still see today?</i></p> <p><b>Assessment for Learning:</b> Do children know some of the individuals who helped to change Victorian society? Do children know some of the laws that were passed to protect children? Can children explain why not everyone was in favour of the new laws to protect children?</p>	<p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul> <p><b>Progression of practical knowledge (Year 5 Year 6)</b></p> <p><b>HISTORY:</b></p> <p><i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul>	<p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>* Essay style answer to week's question</li> <li>* Persuasive poster</li> <li>* Character description of important person.</li> </ul> <p><b>Core and Foundation Subjects Outcomes:</b></p> <ul style="list-style-type: none"> <li>* Role on wall for each important person</li> </ul>

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<p><b>Week 10</b></p> <p>12.11.18</p> <p><b>Key texts:</b> Scientist who made history: Marie Curie</p>	<p><i>What medical discoveries changed medicine in the Victorian era?</i></p> <p><b>HISTORY:</b> <i>What era are we looking at? What is it called? Why are we learning about the Victorians? What have we learnt so far?</i> Introduce the question the children need to answer this week. What do we want to understand at the end? Refer back to overall question about the importance of the Victorian era.</p> <p><i>When you get ill, what do you do to get better?</i> (e.g. go to the doctor, take medicine, stay in bed, go to a hospital, etc.) Children to think, pair, share their ideas.</p> <p>Explain that during the Victorian era there were not the same medicines or medical facilities as there are today and hospitals pre-1837 were generally thought of as places people died instead of places people got better. <i>Have you ever been in hospital? What is it like? What might be different during the Victorian Era? How might you feel going into a Victorian hospital?</i> Children start by finding out what medical knowledge and care was like when Victoria came to the throne, and learn about some of the most prevalent diseases, including cholera. <i>Have you ever heard of cholera? Have you heard of any other diseases? What about measles?</i> Go through the descriptions of some of the illnesses that were prevalent during the era and what hospitals were like before the mid-19th century.</p> <p>They will then find out about some of the improvements that were made thanks to the work of individuals such as Florence Nightingale, Joseph Lister and Louis Pasteur and choose one to write about. <i>How are they protected from different diseases and infections such as measles and the flu? Have they ever had an injection? What is the purpose of these?</i> Children are then challenged to summarise the improvements that had been made during the Victorian era and who or what was responsible for bringing about those changes. <i>How had medical care changed by the end of Queen Victoria's reign?</i> Children to present their findings to the rest of the class.</p> <p>Assessment for Learning – Can children describe what medical care had been like before the Victorian era? Can children describe some of the ways in which medical care was improved during the Victorian era? Can children name some of the key individuals who made improvements in medical care during the Victorian era?</p>	<p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul> <p><b>Progression of practical knowledge (Year 5 Year 6)</b></p> <p><b>History:</b> <i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul>	<p><b>Writing Outcomes:</b> * Biography on chosen person (Mary Secole, Florence Nightingale, Marie Curie, Joseph Lister, Louis Pasteur)</p> <p><b>Core and Foundation Subjects Outcomes:</b> * In groups present biography on chosen key person * Add to class timeline</p>

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<p><b>Week 11</b></p> <p>19.11.18</p> <p><b>Key texts:</b> Craft: Victorian times</p>	<p><i>How has Victorian art influenced 21<sup>st</sup> century art?</i></p> <p><b>HISTORY:</b> <i>What era are we looking at? What is it called? Why are we learning about the Victorians? What have we learnt so far?</i> Introduce the question the children need to answer this week. What do we want to understand at the end? Refer back to overall question about the importance of the Victorian era.</p> <p>Show children the picture of William Morris and go through the introduction to his life and work. <i>Have you ever heard of William Morris? Have you ever seen any examples of his work?</i> Explain that Morris didn't like the mass produced art that was the result of the industrialised Victorian society. He began a new movement called the Arts and Crafts movement which favoured a return to skilled workmanship and high quality goods instead of machine made items. <i>Why might he have preferred this? What might the benefits be? What might be the benefits of mass produced art?</i> The style of the Arts and Crafts movement was heavily influenced by medieval art and architecture and featured designs based on nature. <i>What does medieval mean? Why might this be an influence? Have you seen any examples of this around?</i> Show some pictures of some of William Morris wallpaper designs on the slides. <i>What do you think of these designs? What do you all the designs we have just seen have in common? Which design is your favourite and why?</i> Children write a short biography or explanation of William Morris and his impact on art to show they can answer this week's question.</p> <p><b>Assessment for Learning</b> Can children explain what the arts and crafts movement is? Do children know who William Morris was and how he influenced the arts and crafts movement? Can children recreate a wallpaper pattern in the style of William Morris?</p> <p><b>ART:</b> <u>L1-</u> Learn about the artist- William Morris and the printing press technique Compare this with a more modern form of printing (Helen Manning Clark and John Utting) <u>L2-</u> Observational drawings and photos of plants and wildlife much like William Morris would have done when designing his wallpaper <u>L3-</u> Form design tile for wall paper (it must be a repeat pattern) onto polystyrene and print</p>	<p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul> <p><b>Art:</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Progression of practical knowledge (Year 5 Year 6)</b> <b>History:</b> <i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul> <p><b>Art:</b> <i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> <li>Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</li> <li>Describe, interpret and explain the work, ideas and practices of artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> </ul> <p><b>Generating Ideas</b></p> <ul style="list-style-type: none"> <li>Confidently use sketch books for a variety of purposes, including recording observations, developing ideas, testing materials, planning and recording information.</li> <li>Systematically investigate, research and test ideas and plans using sketch books and other appropriate approaches.</li> </ul>	<p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>An explanation or short biography of William Morris and his impact on Art &amp; Craft movement</li> </ul> <p><b>Core and Foundation Subjects Outcomes:</b></p> <ul style="list-style-type: none"> <li>Create own wallpaper design</li> <li>Create printing tile</li> </ul>

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<p><b>Week 12</b></p> <p>26.11.18</p> <p><b>Key texts:</b> Craft: Victorian times</p>	<p><i>How has Victorian art influenced 21<sup>st</sup> century art?</i></p> <p><b>HISTORY:</b> <i>What era are we looking at? What is it called? Why are we learning about the Victorians? What have we learnt so far? Introduce the question the children need to answer this week. What did we learn about this last week? Who is William Morris? How has influenced 21<sup>st</sup> century art? Do you know of any other Victorian artists? What do we want to understand at the end? Refer back to overall question about the importance of the Victorian era.</i></p> <p>Show children the picture of Emma Hack and go through the introduction to her life and work. Explain that Emma takes a modern approach to printing and wallpaper design. Show some pictures of some of Emma Hack's wallpaper designs on the slides. <i>What do you think of these designs? What do all of the designs we have just seen have in common? Children to discuss and share their ideas. What are the similarities and differences between Morris and Hack's work? Which artist do you prefer and why?</i></p> <p><b>ART:</b> <b>L4-</b> Learn out the artist- Emma Hack (who takes a modern approach to printing and wallpaper design) Trace over a section of the wallpaper in the same coloured pen/pencil onto tracing paper. <b>L5-</b> Project the tracing paper onto the head and shoulders and photograph-linking to the work of Emma Hack <b>L6-</b> Answer the question: Explain the similarities and difference between the work of Emma Hack (a contemporary artist and William Morris (a Victorian artist) Think about- putting yourself in the art, art being personal, art being purposeful, art having a meaning, art being pleasing</p> <p>Assessment for Learning Can the children identify the similarities and differences between William Morris and Emma Hack? Can children reproduce a piece of work in the style of Emma Hack?</p>	<p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul> <p><b>Art:</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Progression of practical knowledge (Year 5 Year 6)</b></p> <p><b>History:</b> <i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul> <p><b>Art:</b> <i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> <li>Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</li> <li>Describe, interpret and explain the work, ideas and practices of artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> </ul> <p><b>Evaluating</b> Regularly analyse and reflect on their progress, taking account of what they hoped to achieve. Provide a reasoned evaluation of both their own and professionals work which takes account of the starting points, intentions and context behind the work.</p>	<p><b>Writing Outcomes:</b></p> <ul style="list-style-type: none"> <li>* Essay style answer to week's question</li> <li>* Opinion piece on Emma Hack's work</li> </ul> <p><b>Core and Foundation Subjects Outcomes:</b></p> <ul style="list-style-type: none"> <li>* Projecting wallpaper design onto own bodies</li> </ul>

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<p><b>Week 13</b></p> <p>3.12.18</p>	<p><i>Who were the Quakers and what did they believe?</i></p> <p><b>RE:</b>  <i>What era are we looking at? What is it called? Why are we learning about the Victorians? What have we learnt so far?</i> Introduce the question the children need to answer this week. What do we want to understand at the end? Refer back to overall question about the importance of the Victorian era.</p> <p><i>Do you know anything about Quakers?</i> Invite children to share their ideas. Explain to the children how the Religious Society of Friends began in 1650 and how they got their nickname of 'Quakers'. Explain that Quakers believe that a direct relationship with God and the Holy Spirit is more important than rituals and ceremonies. They do not have priests or ministers to run their services (called meetings) but instead allow anyone who feels moved by the Spirit to preach. Meetings are silent until someone feels moved to speak. <i>Does anyone know any Quakers? What are the similarities and differences between Christianity and Quakers?</i></p> <p>Go through the list of Quaker beliefs, explaining why they believe in equality and improving the world and experiences of men and women. <i>What do you think of these Quaker beliefs? Do you agree with them? Why? Why not? How do Quaker beliefs differ from other Christian beliefs?</i></p> <p>Give chn a range of questions for them to research:  <i>How do Quakers worship?</i>  <i>What do Quakers believe?</i>  <i>How did Quakerism begin?</i>  <i>How are Quaker beliefs and practices different to other Christian beliefs?</i>  <i>Who was George Fox?</i>  <i>What is a Quaker meeting house like?</i></p> <p>Using the information they have gathered, create a leaflet advertising the Quaker religion and their beliefs.</p> <p><b>Assessment for Learning</b>  Do children know what Quakerism is and how it began?  Can children describe some of the beliefs and practices of the Quakers?  Can children describe what they think of Quaker beliefs?</p> <p>What can you remember about the Quakers and their beliefs? Children to think, pair, share their ideas. Remind children that the Quakers are very concerned with making the world a better place and campaigning for equal rights due to their beliefs that everyone is born equal. <i>What kind of issues do you think Quakers in Victorian Britain would have campaigned for?</i> Invite children to share their ideas. Go through some of the causes that were important during this time, e.g. prison</p>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul> <p><b>Progression of practical knowledge (Year 5 Year 6)</b></p> <p><b>History:</b>  <i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul> <p><b>RE:</b>  <i>Enquiring, investigating and interpreting</i></p> <ul style="list-style-type: none"> <li>Suggest lines of enquiry to address questions raised by the study of religions and beliefs.</li> <li>Identify the influences on, and distinguish between, different viewpoints within different religions and beliefs.</li> </ul> <p><b>Beliefs and Teachings</b></p> <ul style="list-style-type: none"> <li>Explain how some beliefs and teachings are shared by different religions and how they make a difference to lives of individuals and communities.</li> <li>Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.</li> </ul>	<p><b>Writing Outcomes:</b>  * Leaflet advertising Quaker religion and beliefs</p> <p><b>Core and Foundation Subjects Outcomes:</b>  *Poster to explain how successful Quakers were in business.</p>

	<p>reform, equal rights for women. Show children the pictures of familiar company logos and products (e.g. Rowntree's, Cadbury, Clarks, Carr's, Fry's, Terry's, Barclays, etc.) Explain that all these companies began as Quaker companies. Explain that Quakers were not allowed to go to some university because of their religious beliefs and that they refused to swear oaths. This meant that many career paths were closed to them (e.g. they couldn't become doctors or lawyers) so they had little choice but to pursue careers in industry. Quakers particularly entered the confectionary industry as they believed chocolate and sweets were a good alternative to alcohol. Look at the list of Quaker beliefs and principles - <i>how do you think these would have helped Quaker businessmen to build good businesses?</i> Go through the list of reasons why Quaker businesses succeeded during the Victorian era. Children to use these ideas to create a poster to explain why Quakers were so good at business.</p> <p>Assessment for Learning:  Can children name some of the issues that Quakers campaigned for during the Victorian era?  Do children know why so many Quaker families went into business?  Can children explain how Quaker beliefs helped to build up and run successful businesses?</p>		
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<p><b>Week 14</b> <b>10.12.18</b></p> <p><b>Key texts:</b> Craft: Victorian times</p>	<p><i>What is the art of Decoupage?</i></p> <p><b>ART:</b></p> <p><i>What era are we looking at? What is it called? Why are we learning about the Victorians? What have we learnt so far?</i> Introduce the question the children need to answer this week. What do we want to understand at the end? Refer back to overall question about the importance of the Victorian era.</p> <p><i>Do you know what decoupage is?</i> Invite children to share their ideas. Explain that decoupage is the art of decorating a surface with paper cut outs that are glued on in layers and that decoupage became very popular during the Victorian era. Queen Victoria herself is said to have both collected and created decoupage. Decoupage comes from the French word ‘couper’ meaning ‘to cut’. Children are shown the art of decoupage and are able to explore the different kinds of items that Victorians used decoupage to decorate. Look at some of the pictures showing examples of decoupage and suggest some of the ways in which decoupage can be used. <i>Can you think of any other surfaces that could be decorated with decoupage?</i> Demonstrate how to make a decoupage object.</p> <p>They then have a go at decorating a chosen item of their own to decorate with decoupage and write instructions showing someone else how to do it.</p> <p><b>Assessment for Learning:</b> Can children explain what the art of decoupage is? Can children cut out and stick down shapes with accuracy and care, thinking carefully about where different pictures should be placed? Can children evaluate their finished artwork and state what they think and feel about it?</p>	<p><b>HISTORY:</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</li> </ul> <p><b>Art:</b> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none"> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Progression of practical knowledge (Year 5 Year 6)</b></p> <p><b>History:</b></p> <p><i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>Identifies changes and links within and across the time periods studied.</li> <li>Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>Identifies how any of the above may have changed during a time period.</li> <li>Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul> <p><b>Art:</b></p> <p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> <li>Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions.</li> <li>Describe, interpret and explain the work, ideas and practices of artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.</li> </ul> <p><i>Generating Ideas</i></p> <ul style="list-style-type: none"> <li>Confidently use sketch books for a variety of purposes, including recording observations, developing ideas, testing materials, planning and recording information.</li> <li>Systematically investigate, research and test ideas and plans using sketch books and other appropriate approaches.</li> </ul>	<p><b>Writing Outcomes:</b> * Instructions for decoupage</p> <p><b>Core and Foundation Subjects Outcomes:</b> * Decoupage box</p>

Date, Context and Key Texts	Key Questions/ Learning Objectives/ Tasks	N.C Objectives and Progression of practical knowledge	Key Outcomes
<p><b>Week 15</b></p> <p>17.12.18 (3-day week)</p>	<p>Answering big question - <b>Was the Victorian era important?</b></p> <p><i>What era have we been learning about? What facts have we learnt? What has stood out for you as a really important or shocking part of Victorian Britain?</i> Look back at the original question and explain task – to use everything they have learnt this term to answer this question. Discuss how they could do this and model the planning stages for those who need it.</p> <p>Explain that they will need to answer the question for themselves – Was the Victorian Era important? And they need to explain why using evidence that they have gathered over the last term.</p> <p>They can choose how they want to present their answer.</p> <p>Assessment for Learning:  Can children identify if the Victorian era was important?  Can children give reasons for its importance or lack of importance?</p>	<p><b>History:</b> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</p> <p><b>Progression of practical knowledge (Year 5 Year 6)</b></p> <p><b>History:</b></p> <p><i>Knowledge and Understanding of past events, people and changes in the past</i></p> <ul style="list-style-type: none"> <li>• Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world.</li> <li>• Gives some causes and consequences of the main events, situations and changes in the periods studied.</li> <li>• Identifies changes and links within and across the time periods studied.</li> <li>• Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people’s beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</li> <li>• Identifies how any of the above may have changed during a time period.</li> <li>• Gives own reasons why changes may have occurred, backed up with evidence.</li> </ul>	<p><b>Writing Outcomes:</b></p> <p>* Children produce a piece of independent writing explaining their answer to the overall question.</p>