

Victorians — Curriculum Driver

Year 5/6 Summer Term

Topic Question: What did the Victorians do for us?

Linked people of study: Queen Victoria, Richard Trevithick, Charles Darwin

Linked texts: Oliver Twist (or other Dickens)

Trips/Visitors: Visits to Lanhydrock, Kresen Kernow

Topic Composite/Finale: Victorian museum/display

Prior Learning Topic: ?



History

Intent: In this unit children will look at the Victorian period (approximately 1820 - 1914). The period saw the British Empire grow to become the first global industrial power, producing much of the world's coal, iron, steel and textiles.

Hooks from old learning: Stone Age to Iron Age (LKS2)

Skills and Knowledge Components Focus

Year 5

Shows some understanding and talks with some clarity about the impact of historical events.

Use a variety of reliable sources to gain a deeper understanding of a subject. Compare historical sources and suggest the validity of these.

Begin to use questions to understand significant events.

A detailed study of a particular famous person and their historical legacy.

Language specific to topic (e.g. workhouse)

Year 6

Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.

Sticky Knowledge

People moved from the countryside into towns and cities

Coal and steam was used to power machinery and factories

Better transport links (including railways) helped boost trade

Schools were started to educate children

Workhouses were built to house the poor

Hospitals were built to help deal with illness

Dealing with sewage and waste in built up areas led to illness (especially in London)

The British Empire expanded during this period

Key Vocabulary Workhouse, industry, Industrial Revolution, invention, livestock, migrate, reign, rural, typhoid

Subject Composite: Children will create a Victorian museum display

Impact: Children understand the influence of the Victorians and the Industrial Revolution. They recognise how inventions, including steam, transformed how we lived.

Geography

Intent: Children will discover how this affected the population; the changes from living in villages and working on the land, to towns, offices, shops and factories. They will examine how many of today's infrastructure was created: hospitals, schools, factories and 'holidays by the sea'

Hooks from old learning: Invaders and Settlers, growth of cities and trades

Skills, and Knowledge Components Focus

Locate on a map- Human and physical characteristics of countries around the world and major cities, including Europe (incl Russia), North and South America.

Study geographical similarities and differences between countries in Europe and around the world, including North and South America.

Use the eight points of a compass.

Use fieldwork to support studies.

Use six figure grid references.

Use fieldwork to support studies.

- Key topographical feature - River Thames

Sticky Knowledge:

The River Thames is the longest river in England

It passes through London and into the North Sea

It is hugely tidal—and was used to dispose of sewage and waste in Victorian London

The influence of the British Empire grew, often a combination of military and trade expansion

A huge source of wealth was the slave trade, in which British interests were heavily involved

Key Vocabulary: temperature, mountainous, island, mainland, locate, climate, peak, port, coastline

Subject Composite: Children will create a wall display, showing the expansion of the British Empire, including the trade routes

Impact: Children will aspire to travel to different countries, experience different climates and explore different cultures.

Science

Intent Children will gravity and the main principles behind forces.

Hooks from old learning: Forces unit in LKS2

Skills and Knowledge Components Focus

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

Revision Block

- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Sticky Knowledge

Forces push or pull

The Earth's gravitational pull keeps us on the ground

Isaac Newton developed the theory of gravity

Mass is how much matter is inside an object

Weight is how strongly gravity is pulling an object down

Water and air resistance are forms of friction

Something streamlined will reduce resistance and friction

Key Vocabulary: forces, gravity, earth's gravitational pull, weight, mass, friction, air resistance, water resistance, buoyancy, streamlined, mechanism, upthrust

Subject Composite: : Invite parents in for a science workshop to share what we have learned

Impact: Children will know about gravity and how it is one of the fundamental forces on earth. They will be intrigued how we can use mechanical devices (e.g. pulleys, levers, cogs) to lift and move huge loads. .

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Art and Design

Intent: PRINTING

William Morris Arts and Craft movement
Victorian architecture

Children develop observational drawings into repeat prints using block prints.

Use the work of a famous artist as a stimulus for their own work.

Hooks from old learning: KS1 printing in Down in the Jungle

Skills and Knowledge Components Focus

Use other artists work as a basis for critique.

Research and develop the techniques of other artists to use in own work.

Use viewfinders and perspective techniques in composition.

Apply paint to show textures.

Be introduced to the work of great designers through history.

Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently. (William Morris)

Construct scale models using joining and drawing techniques.

Combine techniques and give reasons for choices.

Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.

Be able to identify and appraise the work of designers through history.

Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.

Begin to build up a portfolio of their work

Sticky Knowledge:

Founders of arts and crafts movement were disillusioned with Industrial Revolution

Emphasis on good quality materials and utility of design

Started around 1860 in UK

Spread to USA thirty years later (1890)

Influenced by the imagery of nature

Important artists were Philip Webb and William Morris

Key Vocabulary:

Arts and crafts, materials, quality, bespoke, pattern, function, simple

Subject Composite: Make their own print work

Impact: Children will be able to build upon previous print work in Y2.

Design Technology

Intent: Children have the necessary skills to be able to design and build their own model suspension bridge

Hooks from old learning: Catapults and structures in Extreme Earth (LKS2)

Skills and Knowledge Components Focus:

Identify and understand how key events and individuals in design and technology have helped shape the world.

Design and build more complex frameworks, using a range of materials to support mechanisms.

Apply understanding of how to strengthen, stiffen and reinforce more complex structures.

Understand and use CAM mechanisms to create moving models. (Isambard Kingdom Brunel - design and building bridges challenge)

Adapt designs, where necessary, based of design feedback.

Sticky Knowledge:

investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the world

apply their understanding of how to strengthen, stiffen and reinforce more complex structures

understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Key Vocabulary: load, weight, spread, suspension, tower, platform, cabling, hangars, stable, rigid, loose

Subject Composite: Children to design, make and evaluate a model suspension bridge

Impact: Children will feel inspired to replicate one of Isambard Kingdom Brunel's signature engineering works—the Clifton Suspension Bridge.

Computing

Intent: In this unit, pupils develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'. They represent this understanding in algorithms, and then by constructing programs using the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answers given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, learners evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved

Hooks from old learning: This unit assumes that learners will have prior experience of programming using block-based construction (eg Scratch), understand the concepts of 'sequence' and 'repetition', and have some experience of using 'selection

Skills and Knowledge Components Focus

Learners will be provided with a task: to use selection to control the outcomes in an interactive quiz. They will outline the requirements of the task and use an algorithm to show how they will use selection in the quiz to control the outcomes based on the answer given. Learners will complete their designs by using storyboards to identify the questions that will be asked, and the outcomes for both correct and incorrect answers.

Sticky Knowledge:

I can outline a given task

I can use a design format to outline my project

I can identify the outcome of user input in an algorithm

I can implement my algorithm to create the first section of my program

I can test my program

I can share my program with others

Key Vocabulary

Selections, conditions, algorithm

Subject Composite:

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Impact

This unit develops learners' understanding of design in programming

Music

Intent: Children will further develop their listening and appraising skills. They will play the ukulele and glockenspiel and be able to compose and improvise.

Hooks from old learning: (Y3/4) To build on previously learnt skills from the charanga scheme.

Skills and Knowledge Components Focus

- Show control, phrasing and expression in singing.
- Perform in solo and ensemble contexts.
- Improvise independently with increasing aural memory.
- Compose and perform melodies using four or five notes.
- Know how pulse, rhythm fit together.
- Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, melody, chord, staccato, legato, crescendo).
- Use these words to identify strengths and weaknesses in own and others' music.
- Describe different purposes of music in history/ traditions/ other cultures.

Sticky Knowledge:

Bossa Nova originated in South America.

Swing became popular in the 1940s

Key Vocabulary:

Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo

Subject Composite:

Create leitmotifs for Ancient Greek Gods and Goddesses.

Tell the story of Icarus through Music.

Compose a rondo.

Moonrise Kingdom

Impact: Children are confident to play an instrument in front of an audience.

