

# The Victorians

## Year 6 Terms 3&4

### Memorable activities!

Designing and building bridges

Decoupage artwork

Making Punch and Judy puppets

Making fossils.

Trifle making

### The BIG Questions...

Who was Queen Victoria? What was life like in the Victorian era?

What impact did the Victorians have on life today?



Queen Victoria

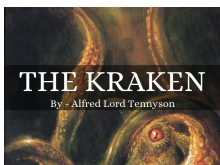


Brunel



Mary Anning

### Lead story and others...



### Opportunities for visits, visitors and outdoor learning...

- Victorian school day
- Possible Museum trip - Covid allowing
- Use Victorian schooling from Outdoor Learning site

### Key Skills and Knowledge

#### History

As historians we will...

- Compare beliefs and behaviour with another time studied
- Explain cause and effect, using evidence
- Know key people, dates and events
- Note connections, contrasts and trends over time
- Place current study on timeline in relation to other periods studied
- Use relevant dates and terms
- Sequence up to 10 events in a timeline
- Link sources and work out how conclusions were reached
- Consider ways of checking accuracy of interpretation – fact, fiction or opinion
- Be aware that different evidence will lead to different conclusions

### Possible activities

Timelines - physical  
Queen Victoria's reign  
Victorian School  
The Workhouse  
Chimney Sweeps  
The British Empire  
The Great Exhibition  
Victorian Homes  
The Industrial Revolution

	<ul style="list-style-type: none"> <li>• Recognise primary and secondary sources</li> <li>• Use a range of sources to find out about the past</li> <li>• Bring knowledge from several sources together in a fluent account</li> <li>• Sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Select and organise information to produce structured work, making appropriate use of dates and terms</li> </ul>	
Geography	<p>As geographers we will...</p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom.</li> <li>• Understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<p>Mapwork Mapwork/gridwork around London British Empire David Livingstone - journeys</p>
Science related to The Victorians	<p>As scientist we will...</p> <ul style="list-style-type: none"> <li>• Draw conclusions based on their data and observations, use evidence to justify ideas and use scientific knowledge and understanding to explain their findings.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>Cholera - crime scene mystery Scientific Inventions of the time</p> <p>John Snow - tracking the Cholera outbreak</p>
Main Science Topic	<p>As scientists we will...</p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents.</li> <li>• Identify how animals and plants are adapted to suit their environments in different ways and that adaptation may lead to evolution.</li> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• Compare and give reasons for variations in how components function, including brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>Evolution Electricity</p>
PSHE	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>• understand the role of money and financial issues</li> <li>• understand the importance of a community</li> </ul>	<p>Link to abolition and slavery Stand alone lessons from PSHE plans</p>

D.T.	<p>As designers we will...</p> <ul style="list-style-type: none"> <li>• Communicate their ideas through detailed labelled drawings</li> <li>• Develop a design specification</li> <li>• Explore, develop and communicate aspects of our design proposals by modelling their ideas in a variety of ways</li> <li>• Plan the order of our work, choosing appropriate materials, tools and techniques</li> <li>• Select appropriate tools, materials, components and techniques</li> <li>• Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests</li> <li>• Record their evaluations using drawings with labels</li> <li>• Evaluate against their original criteria and suggest ways that their product could be improved</li> </ul>	<p>Bridges - designing and making.</p> <p>Victorian Trifle making</p>
R.E.	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> <li>• understand the values found in stories and texts</li> <li>• express our ideas of moral concepts</li> <li>• recognise the differences between Humanists and Christians</li> </ul>	<p>What matters to Christians and to Humanists? Kent agreed syllabus</p>
RE linked to topic	<p>As religious scholars we will...</p> <ul style="list-style-type: none"> <li>• recognise how communities beliefs change</li> <li>• recognise what it is to be part of a community</li> </ul>	<p>Quakers</p> <p>Bournville Village</p>
Art	<p>As artists we will...</p> <ul style="list-style-type: none"> <li>• Express mood through patterns</li> <li>• Create positive and negative shapes.</li> <li>• Demonstrate experience in a range of printmaking techniques.</li> <li>• Describe the techniques and processes they have used.</li> <li>• Develop their own style using tonal contrast and mixed media.</li> </ul>	<p>Decoupage</p> <p>William Morris</p> <p>Punch and Judy puppets</p>
Computing	<p>As computing technicians we will...</p> <ul style="list-style-type: none"> <li>• Use word and understand the tools in the program</li> <li>• Use safe searching on the Internet</li> <li>• Understand the need for strong passwords</li> <li>• Use all skills to program with Scratch, control physical objects, create purposeful content (podcast / website)</li> </ul>	<p>Creating a school handbook using Microsoft Word</p> <p>Scratch</p>
British Values	<p>As Wentworth citizens we will...</p> <ul style="list-style-type: none"> <li>• Show tolerance to others</li> <li>• Understand individual liberty</li> <li>• Recognise the Rule of law</li> </ul>	<p>Quakers</p> <p>British Empire -mapwork and power</p>
P.E.	<p>As sports stars we will...</p> <ul style="list-style-type: none"> <li>• I can develop dance sequences in a specific style.</li> <li>• I can choose my own music and style.</li> <li>• I can create longer, challenging dance phrases/dances.</li> <li>• I can link phrases to music.</li> <li>• I can demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness.</li> </ul>	<p>Gymnastics</p> <p>Dance - musicals based on The Victorian era such as Oliver Twist and The Christmas Carol</p> <p>Netball</p> <p>Tag Rugby</p> <p>Tennis</p>

	<ul style="list-style-type: none"> <li>• I can demonstrate dynamic qualities – speed, energy, continuity, rhythm.</li> <li>• I can demonstrate use of space – levels, directions, pathways, size and body shape</li> <li>• I can combine my own work with that of others.</li> <li>• I can link sequences to specific timings.</li> <li>• I can create a longer more complex sequence of up to 10 elements:e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling.</li> <li>• I can perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus.</li> <li>• I can perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control.</li> <li>• I can begin to take more weight on hands when progressing bunny hop into handstand</li> <li>• I can increase the variety of pathways, levels and speeds at which you travel.</li> <li>• I can travel in time with a partner, move away from and back to a partner.</li> <li>• I can jump along, over and off apparatus of varying height with control in the air and on landing.</li> <li>• I can explore symmetry and asymmetry throughout the rolling actions.</li> <li>• I can play to agreed rules.</li> <li>• I can explain rules.</li> <li>• I can umpire.</li> <li>• I can make a team and communicate plan.</li> <li>• I can lead others in a game situation.</li> </ul>	
PFL	<ul style="list-style-type: none"> <li>• Listen attentively and understand instructions, everyday classroom language and praise words</li> <li>• To recognise some familiar words in written form</li> <li>• To make links between some sounds, rhymes and spellings and read aloud familiar words.</li> <li>• To experiment with the writing of short words.</li> <li>• Recognise that languages describe familiar things differently.</li> </ul>	DGS outreach programme, planned by K. Simpson
Music	<p><b>As Musicians we will...</b></p> <ul style="list-style-type: none"> <li>• Describe the structure of what they can hear in musical excerpts (live and recorded).</li> <li>• Compare different styles of music, identifying similarities and differences with subject-specific language.</li> <li>• Join in confidently with whole class singing</li> <li>• Sing in a round with others or alone and maintain their own part.</li> <li>• Sing with expression and accurate pitch.</li> </ul>	Victorian Music Halls