



<u>Year group: 5</u>	<u>Term: 1</u>		<u>Enquiry Question: How has the Victorian period affected our lives?</u>
	<u>Essential knowledge:</u>	<u>Essential vocabulary</u>	<u>Skills:</u>
Creative development	<p><u>Art</u></p> <p><u>Artists- William Morris</u></p> <ul style="list-style-type: none"> - Know that sketch books can be used to record observations. - To be able to review ideas and edit and improve drawings and sketches. - Know how to draw creatively using a range of materials to create accurate pieces of art. - To know and appreciate about the work of great artists, architects and designers in history. –William Morris <p><u>Music</u></p> <p><u>Living on a Prayer Focal composer – Jon Bon Jovi</u></p> <p><u>Singing</u> To know and sing songs and their parts and to sing them with a strong internal pulse To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and 	<p>Materials Structure Visual elements Architect Artist Culture Alternative words for- Tone Texture Shape Grade Line Pattern Sketch</p> <p>Rock, bridge, backbeat, bass line, amplifier, chorus, riff, hook, structure, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, solo, unison, verse, piano, guitar, bass,</p>	<p><u>Art</u></p> <p><u>Artists- William Morris</u></p> <ul style="list-style-type: none"> - Explore the roles and purposes of artists, crafts people and designers working in different times and cultures. - Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination. - Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements, line, tone pattern, texture, colour and shape. <p><u>Music</u></p> <p><u>Living on a Prayer Focal composer – Jon Bon Jovi</u></p> <p><u>Singing</u></p> <ul style="list-style-type: none"> - To sing in unison and to sing backing vocals - To enjoy exploring singing solo - To listen to the group when singing - To experience rapping and solo singing - To sing with awareness of being ‘in tune’



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	<p>the meaning of the lyrics</p> <ul style="list-style-type: none"> - To explain the importance of warming up your voice 	drums, melody, cover,	
Knowledge & understanding of the world	<p><u>History:</u></p> <p>How has the Victorian period affected our lives?</p> <ul style="list-style-type: none"> - Cause and consequences of significant events or period (industrial evolution) or trade links (Empire and India). - The impact of time period/people or event on our way of life today (industrialisation, mass production, social progress, pleasure seekers, Barnados (street child). - What is industrialisation and how did industrialisation have an impact upon not only the Victorians but the modern world e.g. today with automation. - Explore whether workhouses were ethical. Should children have been put to work in factories and how does this link to industrialisation? What were Victorian schools like? - How the railway industrializes Britain and to what extent did this help to evolve the way people lived e.g. in cities? - How has the use of machines 	<p>Industrial revolution Social progress Empire Poverty Class Workhouse</p>	<p><u>History</u></p> <p>How has the Victorian period affected our lives?</p> <ul style="list-style-type: none"> - Placing the time period in a chronological framework – identify patterns, difference and their causes - Asking historically valid questions - Analyse evidence and question its reliability and source - Identify what has changed/ stayed the same since Victorian era and to hypothesis as to why. - Children state examples of what has changed since the Victorian period and what has stayed the same and hypothesise as to reasons why. (Children’s rights, expansion of the railway?) - Children understand the industrialization of the country has had an impact upon them and can give an example of this. - Children ask relevant and searching questions considering where the answer will lead them. This can be assessed within guided reading as their knowledge is being linked with Street Child. - Children make sensible suggestions on the nature of evidence by considering what the evidence has told me, whether it is reliable based on its source and can understand the possibility that historians are wrong (Dickens, Street child and compare to a diary entry?) - Children explain, with viable reasons, the cause of an



	<p>developed the way we lived? Look at comparisons between the machines of then and the machines of now? Explore how the tasks were changed and simplified by the introduction of machines? Was this always a positive? E.g. Job retention? Upskilling?</p> <ul style="list-style-type: none"> - What is the class system? Was it a ladder? Could people climb it? E.g. improve their standing? - How did the holiday trade boom within the Victorian period? Who went on holiday and where did they go to? How did this link back into the expansion of the railways? - What was it like to be a child at this point in time? What is a charity? How does this link to Barnardos? <p><u>RE</u></p> <p><u>Expressions of Faith – How do people express their faith?</u></p> <ul style="list-style-type: none"> - Explore how people express their beliefs through personal symbols and artefacts. - Investigate the significance of religious festivals and rituals. - Explore how values provide rules for living and may be influenced by religious belief. 	<p>Symbol Artefact Faith Festival Ritual Value Belief</p>	<p>historical event and consider the impact on the people of the day. These causes may be inferred based on evidence or prior knowledge. E.g. children's rights within society at the point of industrialisation and mass production.</p> <ul style="list-style-type: none"> - Children place the Victorian period on a chronological framework but include other time periods studied and place the time in context. <p><u>RE</u></p> <p><u>Expressions of Faith – How do people express their faith?</u></p> <ul style="list-style-type: none"> - Explain how personal symbols and artefacts express the belief of 2 different faith members. - Show understand of the way participating in festivals and rituals effects the life of a faith member. - To understand that values provide rules for living and may be influenced by religious belief.
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	<p><u>French</u></p> <p><u>Getting to know you</u></p> <ul style="list-style-type: none"> - To know how to ask and answer questions with opinions and interests - Know how to speak in sentences and use French words and phrases - Know how to communicate ideas in French. 	<p>Enchanté/ enchantée Je suis... Je serai... Triste Heureux/ heureuse</p>	<p><u>French</u></p> <p><u>Getting to know you</u></p> <ul style="list-style-type: none"> - Engage in conversations; ask and answer questions; express opinions and respond to others about myself and interests - Speak using more complex sentences and phrases using familiar vocabulary - Present ideas and information orally to a range of audiences.
<p>SMSC</p>	<p><u>Being Me</u></p> <p>Children are taught to recognise their rights and responsibilities within society: a British Citizen.</p> <p>We will achieve this whilst learning:</p> <ul style="list-style-type: none"> - To face new challenges positively and know how to set personal goals - What I value most about my school and can identify my hopes for this school year - My rights and responsibilities as a British citizen - To empathise with people in this country whose lives are different to my own 	<p>Education Appreciation Opportunities Goals Motivation Vision Hopes Challenges Rights British citizen Denied Empathise Wealth Poverty Responsibility Prejudice Consequences Rewards Choices Learning charter Cooperation Collaboration</p>	<p><u>Being Me</u></p> <ul style="list-style-type: none"> - I can advocate challenging myself - I can review my own and the rights and responsibilities of others as a British Citizen - I can empathise with those who are less fortunate - I can justify the consequence to an action - I can distinguish how and why our school is democratic and the role I play within it and wider community - I can explain the differences between direct and indirect types of bullying - I can encourage children who use bullying behaviours to make other choices - I can support children who are being bullied



<p>Scientific & technological understanding</p>	<p><u>Science</u></p> <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> - Know the changes as humans develop to old age. - Know changes emotionally, physiologically and mentally - Rates of development differ - Impact of nature and nurture <p><u>Computing</u></p> <p><u>Online Safety (Unit 5.2)</u></p> <ul style="list-style-type: none"> - To know the impact of sharing digital content - To know how to secure passwords - Understand digitally altering images - Be aware of inappropriate and appropriate online activity - Ensure reliability through different methods of communication <p><u>3D Modelling (Unit 5.6)</u></p> <ul style="list-style-type: none"> - To be introduced to 3D Modelling - To explore the effects of moving 	<p>Puberty Circulation Nervous system</p> <p>Criteria Function Exploded diagrams Specification</p> <p><i>Names of tools and materials used.</i></p> <p><u>Online Safety (Unit 5.2)</u></p> <p>Digital footprint SMART</p> <p><u>3D Modelling (Unit 5.6)</u></p> <p>3D Modelling 3D Printing</p>	<p><u>Science</u></p> <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. - Report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations <p><u>Computing</u></p> <p><u>Online Safety (Unit 5.2)</u></p> <ul style="list-style-type: none"> - Identify areas of help if something happens when online - Recognise features of a secure password - Develop the skill of recognising inappropriate and appropriate online activity - Think critically about the information shared by Childnet SMART CREW. <p><u>3D Modelling (Unit 5.6)</u></p> <ul style="list-style-type: none"> - Explore how to edit the polygon 3D models to design a 3D model for a purpose - Refine a design to prepare it for printing
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	<p>points when designing</p> <ul style="list-style-type: none"> - To understand designing for a purpose - To understand printing and making - To be introduced 2Design and Make <p><u>Design Technology</u></p> <p><u>Victorian Toys</u></p> <p>Design:</p> <ul style="list-style-type: none"> - Understand that mechanical systems have an input, process and an output. - Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. - Explore a range of Victorian toys - Know how to select from and use a wider range of tools and equipment to perform practical tasks. <p>Make:</p> <ul style="list-style-type: none"> - Know what tools and techniques are required to make a Victorian toy. - How to use different tools and equipment safely 	<p>2D Polygon Viewpoints</p> <p>Pulley Gear Drive belt Gearing up Gearing down Mechanical system Driver Follower Mesh Motor Spindle Annotated drawings functionality</p>	<ul style="list-style-type: none"> - Explore the possibilities of 3D printing - Explore the different viewpoints in 2Design and Make whilst designing a building <p><u>Design Technology</u></p> <p><u>Victorian Toys</u></p> <p>Design:</p> <ul style="list-style-type: none"> - Generate ideas through brainstorming and identify a purpose for their product - Identify the three features of a mechanical system - Explain why/how - gears and pulleys can be used to speed up, slow down or change the direction of movement. - Carry out research using surveys, interviews, questionnaires and web-based resources. - Develop a simple design specification - Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail <p>Make:</p> <ul style="list-style-type: none"> - Select appropriate materials, tools and techniques - Measure and mark out accurately - Use skills in using different tools and equipment safely and accurately
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	<ul style="list-style-type: none"> - Know how to work within constraints of time, resources and cost. <p>Evaluate:</p> <ul style="list-style-type: none"> - Know how to investigate and analyse existing products - Know how to evaluate ideas and products against own design criteria and consider the views of others 		<p>Evaluate:</p> <ul style="list-style-type: none"> - Evaluate a product against the original design specification - Evaluate it personally and seek evaluation from others - Compare the final product design to the original design specification - Test the toy with intended user and critically evaluate the quality of the design - Consider the views of others to improve their work.
<p><u>Physical development</u></p>	<p><u>Physical Development</u></p> <p><u>Invaders- Netball (Unit 5.1)</u></p> <ul style="list-style-type: none"> - Develop an understanding and knowledge of the basic footwork rule of netball - Understand which pass to use depending on the distance the ball needs to travel - Understand the importance of 'getting free' in order to receive a pass - Understand how to make space by moving away and coming back and by dodging - Understand how to make an opponent - Understand how to intercept a pass - Understand the different positions in a netball team (five-a-side) 	<p><u>Invaders- Netball (Unit 5.1)</u></p> <p>Bounce pass Chest pass Defend Dodging Footwork Intercepting Land Marking Non-contact Overhead pass</p>	<p><u>Physical Development</u></p> <p><u>Invaders- Netball (Unit 5.1)</u></p> <ul style="list-style-type: none"> - Demonstrate basic passing and receiving skills using a netball - Apply the footwork rule into a modified game - Use good hand/eye coordination to pass and receive the ball successfully - Develop skills in the range of passes – chest pass, overhead pass, bounce pass - Use a variety of dodges to outwit opponents and get free to receive a pass in a modified game situation - Demonstrate a range of defending skill



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	<ul style="list-style-type: none">- Recognise which positions are attacking and which are defending <p><u>Boot Camp (Unit 5.1)</u></p> <ul style="list-style-type: none">- Understand how to prepare the body for exercise.- Understand what fitness means.- To understand what happens to the heart rate during exercise.	<p><u>Boot Camp (Unit 5.1)</u></p> <p>Direction Mobility Fitness Health Circuit Heart rate Burpee Spotty dogs Plank</p>	<p><u>Boot Camp (Unit 5.1)</u></p> <ul style="list-style-type: none">- Experience some of the changes that occur to the body during exercise.- Raise the heart rate.- To complete a range of circuit-based activities and understand the reason for doing them.- Learn new moves and perform them with good technique and balance- Demonstrate the correct technique for activities.- Discover which activities individuals find easy or difficult.- Develop agility and co-ordination.- Perform more complex patterns of movement.- Complete a circuit activities learnt with balance and co-ordination.- Develop agility and co-ordination.- Perform more complex patterns of movement.
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<u>Guided Reading text and other linked books</u>	<u>Previous Learning Links</u>	<u>Adaptations for SEND:</u>	<u>Key Questions:</u>
Street Child Various non-fiction texts	Tudors continuing the chronology through history.	Using artefacts to generate discussion Visual stimulus. Building a picture of their life now – comparing to a Victorian child Linking different time periods Enactment of the Victorian school day Noticing changes in their own bodies and tracking this.	What was school like? How and why did housing differ in the Victorian period? How did life change for children during the Victorian era? Why was Dr Barnados an important individual?