

Topic: The Victorians

Year group:6

Term: Summer

Starting point: Victorian School Day- Children dress up and experience their lessons in a Victorian style. No interactive whiteboards or iPads etc. Assembly with a mock 'caning'.

End product: Death of Queen Victoria - What is next for Great Britain?

MOTIVATION: Children will learn about an important time in their countries history when there was a lot of change and acceleration both culturally and in industry.

VALUES:

Independent Isaac:

Pupils will show independence during lesson time, and when independently researching for homework.

Creative Christoff:

Pupils will exercise creativity during art and DT lessons, and in the way that they choose to present their learning.

Resilient Ruby:

Pupils will show resilience when working through tricky tasks, or learning about difficult subject matter.

Charlie Challenge:

Pupils will be challenged both in the classroom, and in their independent learning tasks.

Teamwork Trio:

Pupils will show teamwork when working on group tasks in lessons.

British Values:

Democracy (Pupil Voice):

Voting and debating in class. Opportunities to voice their opinions.

Rule of Law (British Law):

Looking at the changing power of British monarchs, as well as the changes in British parliament during the Victorian times.

Mutual Respect (Respect):

Respect and tolerance of different races, religions and ethnicities.

Tolerance:

Subject areas/cross curricular links:

Science: Geology and planet Earth

D&T: Printing and textiles

History: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

The changing power of monarchs using case studies.

A significant turning point in British history: the first railways.

ICT: Research and presentation of learning.

R.E: Discrete learning

Art: Study of Victorian artist William Morris

PHSE: Discrete learning

Writing Links:

- Non-Chronological texts on William Morris
- Diary entries
- Letters
- Newspaper reports

	Respect and tolerance of different races, religions and ethnicities.	
What the children want to know: To be completed with the children.		
R.E. (See unit plan) <ul style="list-style-type: none"> • Prophethood - Islam • Worship - Islam/Christianity 	PSHE/Citizenship: <ul style="list-style-type: none"> • Growing and changing • My feelings 	

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<u>Subjects taken from New National Curriculum Objectives and Outcomes</u>		
<u>Science (Specialist teaching - Mrs Creasey)</u> <ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 		
<u>History:</u> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The changing power of monarchs using case studies. • A significant turning point in British history: the first railways. 		
<u>Geography:</u> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. • describe and understand key aspects of: 		

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

Design and Technology:

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

Art:

- Pupils should be taught:
 - to create sketch books to record their observations and use them to review and revisit ideas
 - 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]
 - about great artists, architects and designers in history.

Weekly Overview of Learning

WK	LI	Lesson 1	Lesson 2	Lesson 3	Resources
1	<ul style="list-style-type: none"> • The changing power of Monarchs - How did a young Victoria come to the throne? • A rocky start to the Victorian 	What do I already know? What do I want to find out? Children to complete the template to show their current knowledge. Create a class flipchart of questions that the children would like answered by the end of the topic.	Hook lesson: Victorian School Day- Children dress up and experience their lessons in a Victorian style. No interactive whiteboards or iPads etc. Assembly with a mock 'caning'. Pictures taken, and posters made to go in the books.	Input on who Queen Victoria was. Her background and how she inherited the throne. Information on the political climate of Britain at the time, and how Victoria was involved.	

	era.				
2	<ul style="list-style-type: none"> The life and children of Queen Victoria and Prince Albert 	Input on Prince Albert, marriage, children and fun facts. Research lesson, presenting learning back to the class in groups.	Creating a royal family tree. Victoria and Alberts 9 children and how they (and other relations) spread around the globe and influenced other countries royal families. (on A3 paper over two pages)	Creating a royal family tree. Victoria and Alberts 9 children and how they (and other relations) spread around the globe and influenced other countries royal families. (on A3 paper over two pages)	
3	<ul style="list-style-type: none"> The expanse of the British Empire River Thames - formation of rivers 	Input on the British empire, using maps to show the countries that were contained within the empire. Input on why we colonised each of the counties, and what benefits we gained from each one.	Input on how the British empire changed and developed during the Victorian Era. What countries were founded and colonised? What regions were lost or became independent? What effect did this have on Britain?	Why is the River Thames important during the Victorian era? Locate key rivers in the UK, how do we find these on a map? Input to describe key features of the river system and the ways that rivers are used.	
4	<ul style="list-style-type: none"> The Crimean War 	Input on The Crimean war. Find the points of conflict on the world map. Why did war break out? Why is it significant?	Input on the charge of the light brigade. Reading comprehension using the poem as the stimulus.	Children to annotate the charge of the light brigade poem and find language tools, pick apart the figurative language. Children then to write a poem about a conflict of their choice, in the same style.	
5	<ul style="list-style-type: none"> The Crimean War - Florence Nightingale 	Who was Florence Nightingale? What do the children already know about her? Why was she so important during the Crimean War?	What impact can we see from Florence Nightingale in today's medicine? Plan and draft a persuasive letter to the prime minister (George Hamilton-Gordon) to persuade him to improve the conditions and	Edit and publish a persuasive letter to the prime minister (George Hamilton-Gordon) to persuade him to improve the conditions and hygiene practices of the hospitals.	

			hygiene practices of the hospitals.		
Half Term					
6	<ul style="list-style-type: none"> Medicine and Disease 	Input on the most prolific diseases in the Victorian period. Children to spend time researching how these different diseases are spread, what the symptoms are, and how they are treated.	Class discussion comparing the medical treatment for disease then and now. Why do we think these diseases are not as prolific in modern times?	Children to create a leaflet or fact file to present their learning.	
7	<ul style="list-style-type: none"> The Industrial revolution Victorian inventors - Isambard Kingdom Brunel 	Input as to what the Industrial revolution was, and why it was so significant. How did the face of the country change during this time? Discuss the 6 factors (population, agriculture, factories, power, transport and empire). Children to organise these factors into a 'diamond nine' style order and justify their choices.	Children to create a leaflet/fact file detailing the 6 factors of the industrial revolution to show their understanding.	<p>Input on Isambard Kingdom Brunel. Who was he? What did he do? Why is he significant to Portsmouth?</p> <p>Children to create an illustrated mind map in their books, detailing their learning about IKB.</p>	
8	<ul style="list-style-type: none"> The Victorian class divide Victorian leisure time 	Input into what is meant by a class divide, leading to a discussion about how big the children think the divide was. Comparison with class divides of today. Introduction to how Victorians spent their leisure time. Link to different classes.	Carousel lesson with different activities that are based around Victorian leisure: creating Punch and Judy puppets, different sports, travel etc.	Carousel lesson with different activities that are based around Victorian leisure: creating Punch and Judy puppets, different sports, travel etc.	
9	<ul style="list-style-type: none"> William 	Input on who William	Children to plan a non-	Children to publish their	

	<p>Morris artist study</p> <ul style="list-style-type: none"> • Design printing 	<p>Morris was, background on his life and his artistic style. Children to use sketch pads to have a go at recreating some of his most well-known pieces.</p>	<p>chronological report on William Morris, fact file style.</p> <p>Research on iPads, draft and edit.</p>	<p>non-chron on William Morris. Printed images and child drawn reproductions combined on A3 paper. In books across double page.</p>	
10	<ul style="list-style-type: none"> • Recreating William Morris style printing for wallpaper 	<p>Children to use sketchbooks to draft some different prints in William Morris style. Time to experiment with different creatures/colours/patterns .</p>	<p>Children to etch their finished design onto polystyrene tiles. Once their tiles are complete, they will need to use ink to print their repeated pattern onto the wallpaper.</p>	<p>Children to etch their finished design onto polystyrene tiles. Once their tiles are complete, they will need to use ink to print their repeated pattern onto the wallpaper.</p>	
11	<ul style="list-style-type: none"> • Famous Victorians - Charles Darwin/ Charles Dickens 	<p>Input into Charlies Dickens. Who was he? What did he do? Time for the children to research using the iPads and to create presentations to share back with the class (Keynote on iPads).</p>	<p>Input into Charlies Darwin. Who was he? What did he do? Time for the children to research using the iPads and to create presentations to share back with the class (Keynote on iPads).</p>	<p>End point: Death of Queen Victoria - What is next for Great Britain?</p> <p>Parent Presentation: Gallery of work and class assembly.</p>	