



Gillespie Primary School



The Victorians

Year 6

Autumn: Spring 1

2019-2020



Key Questions

- When was the Victorian era?
- What important historical events occurred?
- How has Islington changed since Victorian times? Why?
- What was the Industrial revolution?
- What were Victorian schools like?
- Who was Dr Barnardo?
- Who was Charles Dickens?
- Who were the Women's Social and Political Union- later known as The Suffragettes? What role did they play in the status of women in Victorian Britain?
- What were Victorian prisons like?
- What jobs did children do?
- What were workhouses?

Debate question: Which Victorian had the biggest impact?

Starting Point

Children's contribution to planning

Outcomes for Learners

IELS resources (books, artefacts, clothing) on tables for children to explore. What would they like to learn about? How would they like to learn these things? Create mind map together and generate key questions.

Potential ideas from chn in first session in Week 1:

- Industrialisation
- Colonisation
- Crime & Punishment
- Toys & games
- Clothing
- Women's rights
- Crime & punishment
- Food
- Homes
- Inventions
- Wars

Skills:

- Use of source material to understand, compare and analyse Victorian life
- Art and Photography- how can we understand Victorian society using paintings and the invention of photography to examine differences between rich and poor.
- Philanthropic Victorians- examining poverty and social reform through key figures such as Robert Peel, Dr Barnardo and Lord Shaftesbury
- Leisure and Entertainment- what can freak shows (Little Freak), children's toys and music tell us about Victorian society?
- Contrast and compare to modern Britain

Writing opportunities

- Prisoner letter

Trips & Core Resources

<p>Focus texts: <i>Oliver Twist and A Christmas Carol</i> by Charles Dickens and <i>Street Child</i> by Berlie Doherty</p> <ul style="list-style-type: none"> • Ragged School Museum (Victorian school role-play and home artefact exploration) • Explore Victorian Life on Liverpool Road then walk along Liverpool Road to compare with today • Dr John Snow hand pump (site of cholera outbreak in 1854) • Possible trips: Victorian Architecture Workshop- chn will build Victorian Crystal Palace OR A Suffragette Drama Workshop- chn will gain a greater understanding of women in Victorian Britain • EqualITeach Think! Workshop 	<ul style="list-style-type: none"> • Oliver diary entry (focus on emotive language, sentence structure and narrative features eg: structure and cohesion) • Victorian story • Dr Barnardo biography • Evolution report (Use Tweet from Emma Stanley for two-page report model) • Homework project
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Cross-Curricular Links to Topic

Core		Foundation
<p style="text-align: center;">English</p> <p>Focus texts: <i>Oliver Twist</i> by Charles Dickens and <i>Street Child</i> by Berlie Doherty</p> <ul style="list-style-type: none"> • Letter writing as a Victorian workhouse child • Diary entry as Oliver Twist • Victorian story writing • Biography of Dr Barnardo • Victorian newspaper report 	<p style="text-align: center;">Maths</p> <ul style="list-style-type: none"> • Victorian measures (imperial vs metric) • Victorian money • Make gruel –ratio and proportion in cooking (PSHE link) • Make a DNA bead string –number sequences/algebra in evolution topic (science link) • Seed camouflage investigation – averages, rounding, percentages in evolution topic (science link) 	<p style="text-align: center;">History</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Local history study (Victorian schools, jobs, workhouses, prisons) • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p><u>Skills</u></p> <ul style="list-style-type: none"> • Have a clear understanding of chronology of British, local and world history and where periods of time fit in (human timeline of main historical events) • Have a clear narrative within and across the period studied (identify key events from Victorian era) • Compare different periods of time noting similarities/ differences and trends, making connections with other time periods studied (Victorian Islington vs modern day) • Use appropriate historical terms (chronology, BC, AD, empire, industrialisation, society, revolution, monarchy) • Answer and ask questions about change, cause, similarity, difference, and significance (Industrial Revolution – comparison 1750/1825/1900/now and sources of change) • Construct informed responses that involve thoughtful selection and organisation of relevant historical information (inference from primary sources – punishment logs, photos, prison records) • Understand how information about the past is collected from a variety of sources (analysis of range of primary evidence incl. workhouse, hospital, school records, photos, maps) <p style="text-align: center;">Geography</p>

		<ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present human and physical features in local area using a range of methods (Victorian Life on Liverpool Road focus involving analysis of primary evidence including maps and Liverpool Road walk) Fieldwork planned for Arsenal Tube station (link to Victorian invention of tube network) Fieldwork based on Dr John Snow's work on cholera.
<p style="text-align: center;">Science</p> <p>Evolution and Inheritance</p> <ul style="list-style-type: none"> Evolution report (English link) Charles Darwin Dr John Snow 	<p style="text-align: center;">SMSC</p> <ul style="list-style-type: none"> Spiritual – What do religions say to us when life gets hard? Moral – Philosophy for Children sessions- Social - Futurezone Poetry Project blog, circle times Cultural – Developing growth mindset 	Art
		<p>Victorian street life- Gustave Dore (drawing using chalk and charcoal)</p> <ul style="list-style-type: none"> To research Gustave Dore To create sketch books to record observations and use them to review and revisit ideas To improve mastery of drawing with pencil and charcoal
		Cooking
		<p>Gruel (common meal for poor Victorians/Victorian prisoners)</p> <p>Bean burgers</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

National Curriculum Objectives

<p>Computing</p> <p>Blogging</p> <ul style="list-style-type: none"> To identify the purpose of writing a blog To identify the features of successful blog writing To plan the theme and content for a blog To understand how to write a blog. To consider the effect upon the audience of changing the visual properties of the blog To understand the importance of regularly updating the content of a blog To understand how to contribute to an existing blog. To understand how and why blog posts are approved by the teacher To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria <p>Spreadsheets (maths links – probability, calculating sale costs, formulae)</p> <ul style="list-style-type: none"> To create spreadsheet 	<p>PE</p> <p>Gymnastics</p> <ul style="list-style-type: none"> I understand what counter balance and counter tension is and can show examples with a partner To combine and perform gymnastic actions, shapes and balances with control and fluency To create and perform sequences taking using compositional devices to improve the quality To lead a small group through a short warm-up routine To suggest changes and use feedback to improve a sequence <p>Invasion</p> <ul style="list-style-type: none"> To pass and receive the ball with increasing control under pressure To select the appropriate action for the situation To use the rules of the game consistently To create and use a variety of tactics to help my team To create and use space to help my team
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- To use copy/paste shortcuts
- To use count tool
- To create formulae
- To use spreadsheet to solve problem
- To use a spreadsheet to model a real-life situation and come up with solutions that can be applied to real life

Coding

- To plan a program before coding to anticipate the variables that will be required to achieve the desired effect
- To follow through plans to create program
- To debug when things do not run as expected.
- To explain what functions are and how they can be created and labelled
- To explain how to move code from one tab to another
- To explain how organised code in a program into functions to make it easier to read
- To describe coding using the appropriate terms
- To include buttons that launch other programs, including own and that launch windows to external websites
- To follow through the code of how a text adventure can be programmed
- To adapt existing text adventure as required

Digital Literacy (online safety)

Unit 6.1 - We are online safety ambassadors

Reviewing and editing our online safety rules

Unit 6.2 - We will not share inappropriate images

Inappropriate use of technology and the internet – nude selfies

Unit 6.3 - We are safe social networkers

Understanding that internet safety skills must always be switched on

- To select and apply different movement skills to lose a defender.
- To lead a small group through a short warm-up routine
- To identify my own and others' strengths and areas for development and can suggest ways to improve
- To use tackling and/or interception to improve my defence

Dance

- To work creatively and imaginatively on my own, with a partner and in a group to choreograph motifs and structure simple dances
- To adapt and refine the way I use actions, dynamics and relationships to improve my dance
- To choreograph a dance using props
- To perform dances fluently and with control
- To use appropriate language to evaluate and refine my own and others' work
- To lead a small group through a short warm-up routine

RE

What do religions say to us when life gets hard?

- Express ideas about how and why religion can help believers when times are hard, giving examples
- Outline Christian, Hindu and/or nonreligious beliefs about life after death
- Explain some similarities and differences between beliefs about life after death
- Explain some reasons why Christians and Humanists have different ideas about an afterlife

Music

Vocal Mashups

- Reading treble clef and learning about bass clef
- Understanding pitch
- Understanding note duration
- Understanding basic harmony
- Understanding dynamics while playing
- Singing acapella in 2 to 4 parts

PSHE & Growth Mindset

Growth Mindset

- To discuss effects different types of feedback can have
- To create effective phrases for learning feedback
- To identify what is important for them as an individual learner
- To identify barriers to learning and how to overcome them
- To discuss whether calculator is better than a brain
- To describe how mistakes help learning
- To explain what learning is

Keeping safe and managing risk:

Keeping safe - out and about

Pupils learn...

- about feelings of being out and about in the local area with increasing independence about recognising and responding to peer pressure
- about the consequences of anti-social behaviour (including gangs and gang related behaviour)

Mental health and emotional wellbeing: Healthy Minds

Pupils learn...

- what mental health is
- about what can affect mental health and some ways of dealing with this
- about some everyday ways to look after mental health
- about the stigma and discrimination that can surround mental health

- Compose a body percussion riff to accompany a vocal mashup
 - Mashing together 2 songs which have the same chord structure
 - Applying dynamics in a small group mashup
- Mashing up 'Hound dog' and 'Can't buy me love' <https://www.musicalfutures.org/resource/new-playalong-blues-medley-c>

French

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrase
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Termly Overview of Cross-Curricular & Blocked units of Work

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Victorian newspaper report		Diary writing as Victorian workhouse child	Diary entry as Oliver Twist	

Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Make gruel				