

A MOMENT IN TIME: Learning from our Past for Our Future

Focus Overview

YEAR 6: The Victorians



At Our Lady
and
St. Hubert's,
home, school
and parish
work
together,
knowing that
God is with
us in all we
do

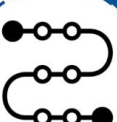
A Wonderful World:
Appreciating God's
Creations



Peace and Conflict: Respect
for all Individuals



A Moment in Time:
Learning from the
Past for Our Future



We are Engineers:
Embracing Technology
to Solve problems



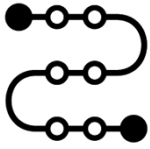
Nurturing Nature:
Engaging and Taking
Responsibility



**Our Place in the
World:** Identity and
Community



A Moment in Time: Learning from Our Past for Our Future Year 6 – The Victorians



This unit will give children the chance to explore a significant time in history; the Victorian period. Children will learn about what happened at this time but most importantly, what it has taught us and the impact it had on their world today. **History** is the main driver of this unit, so children will gain an understanding of chronology and use various skills to unpick and investigate a range of sources and evidence. From the people of this time to the laws that governed the Victorians. Children will also investigate the local area and the influence of the Black Country on the rest of the country and world. There are lots of opportunities to link other subject areas to help to deepen and enrich the learning, along with enrichment opportunities such as trips to local museums.

In **Science**, children will learn more about evolution and the role of Key Victorians in bringing inventions into our homes today. In **Art**, children will be looking at cityscapes and develop skills to use to represent different cities, creating a final piece based upon a cityscape of Victorian London.

Theme Impact

Children will have a deeper understanding of the Victorian era and in particular the impact on our lives today. They will understand how people lived and how that life was different from those of today, including the rights people had. They will discover the importance of the local area in particular the impact of businesses and industry and what some famous 'Victorians' achieved for the good of us all today and the lasting impact felt on us to this day.

Catholic Social Teaching: Solidarity and the Common Good

How did famous Victorians embody the virtues and values that are held by us to this day? Famous Victorians such as Florence Nightingale, Thomas Clarkson, William Booth (Anti slave trade), Emmaline Pankhurst may not have been Catholic, but how did what they achieve embody the virtues and values we share?

History

Nation Curriculum Objectives

- 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 such as Victoria
- a local history study
a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Knowledge and Skills Progression

E1: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.

E2: Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.

E3: Investigate own lines of enquiry by posing questions to answer.

O1: Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

O2: Plan and present a self-directed project or research about the studied period.

H2: Give reasons why there may be different accounts of history.

H3: Evaluate evidence to choose the most reliable forms.

C2: Order significant events, movements and dates on a timeline.

C3: Describe the main changes in a period in history.

U1: Choose reliable sources of information to find out about the past.

U2: Give own reasons why changes may have occurred, backed up by evidence.

U3: Describe similarities and differences between some people, events and artefacts studied

U4: Describe how historical events studied affect/influence life today.

U5: Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Science	
National Curriculum Objectives	
<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 	
Knowledge and Skills Progression	
<p>E1: plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>E3: record data and results of increasing complexity using scientific diagrams and labels, classification keys,</p> <p>E4: using test results to make predictions to set up further comparative and fair tests</p> <p>E5: report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>E6: identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Working Scientifically Suggestions</p> <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 <p>-observe and raising questions about local animals and how they are adapted to their environment</p> <p>-compare how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels</p> <p>-analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p>	
Art	
National Curriculum Objectives	
<p>Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.</p> <p>Develop and share ideas in a sketchbook and in finished products.</p> <p>Improve mastery of techniques including drawing, painting and sculpture</p> <p>Learn about the great artists, architects and designers in history.</p>	
Knowledge and Skills Progression	
<p>E1 create sketch books to record their observations and use to review and revisit ideas.</p> <p>E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.</p> <p>E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p> <p>E4 think critically about their art and design work.</p> <p>D1 work on sustained, independent, detailed drawings.</p> <p>D2 develop close observational skills.</p> <p>D3 use a sketchbook to collect and develop ideas.</p> <p>D4 use different techniques for different purposes i.e. shading, hatching, and blending.</p> <p>D6 begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.</p> <p>Painting and Printing</p> <p>P1 develop a painting from a drawing.</p> <p>P2 experiment with different media and materials for painting.</p> <p>P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry, other artists</p> <p>P4 mix and match colours to create atmosphere and light effects.</p> <p>P5 identify, mix and use primary, secondary, complimentary and contrasting colours.</p> <p>PR1 create printing blocks using sketchbook ideas.</p> <p>PR2 develop techniques</p> <p>PR5 experiment with overprinting motifs and colour.</p>	

Application	
<p>Who was the greatest Victorian? Children to design and make their own presentation into their chosen Victorian, outlining why this Victorian was the greatest of all time. Using computing skills, children will then design a way of polling results and distribute across the school.</p>	
Wider Curriculum Opportunities	
Writing	Reading
<p>Narrative:</p> <ul style="list-style-type: none"> A Christmas Carol based narrative related work Suspense writing in a Victorian setting <p>Debate</p> <ul style="list-style-type: none"> Who is the greatest Victorian? 	<p>A Christmas Carol – Charles Dickens</p> <p>Cogheart – Peter Bunzl</p> <p>Ruby in the Smoke – Philip Pullman</p> <p>Once – Morris Gleitzman</p>

<p>Biography</p> <ul style="list-style-type: none"> • Famous Victorians <p>Non-Chronological report</p> <ul style="list-style-type: none"> • What the Victorians did for us 	
Computing – application of previously taught skills	
<p>Presentation of information Select, use and combine a variety of software on a digital device to design and create content that collects, analyses, evaluates and presents data and information.</p>	
Enrichment	
<p>Black Country Museum – what was our local area like during the Victorian period? What was it like for a child growing up during this time period?</p>	
Home Learning	
<p>Independent Studies</p> <ul style="list-style-type: none"> • Who was the greatest Victorian and why? Children to research a number of Victorians and decide on one to create an independent study from. 	
Evaluation Notes	
<p>Toys Inventions</p> <p>Industrial Revolution Canals</p> <p>Dickens Crime and Punishment – Victorian prisons</p> <p>A Christmas Carol - Reading Christmas celebrations</p> <p>Cadbury – local history</p> <p>Nightingale</p> <p>Mind map in groups Victorians – what do we actually need to know? When were they? What did they do for us? Who are famous Victorians that we know How do we find this out?</p> <p>Share history objectives</p> <p>https://www.biographyonline.net/people/famous/victorians.html</p> <p>Own study – The greatest Victorian</p> <p>Victorian Legacy</p>	

Stand-alone objectives to be covered this term

PE

Gymnastics

- Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria.
- Perform increasingly complex sequences
- Compose and practise actions and relate to music.
- Experience flight on and off of apparatus
- Show clarity, fluency, accuracy and consistency in their movements.
- Lead group warm up demonstrating the importance of strength and flexibility.
- Work independently and in small groups to make up sequences to perform to an audience
- **Key vocab: star jump, tuck jump, pencil jump, half and full turn jumps, speed, forward roll, egg roll log roll, backward roll, travelling, sequence, pair balance, lifts, teddy bear roll, pike jump, straddle jumps.**

Music

Looping and remixing: Dance music (6 lessons)

PP6 Performing with accuracy and fluency from graphic and simple staff notation.

PP7 Playing a simple chord progression with accuracy and fluency.

CC1 Composing a detailed piece of music from a given stimulus with voices, bodies & instruments (Remix, Colours, Stories, Drama).

CC5 Using staff notation to record rhythms and melodies.

CC6 Suggesting and demonstrating improvements to own and others' work.

AS5 Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical).

AS4 Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.

AS6 Comparing, discussing and evaluating music using detailed musical vocabulary.

L3 Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

L4 Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.

MFL

Language Angels – Phonics lessons (1 and 2)

Phonics 1 and 2

- Use correct pronunciation when speaking and start to see links between pronunciation and spelling.
- Spell all new language as accurately as possible via tasks in each lesson.
- Start to understand the concept of gender.

Masculine/Feminine

- Have better knowledge and recall of 1st person singular of high frequency verbs. *For example: I am, I have, I am called and I play.*
- To start to understand the concept of nouns and articles.

Family unit

- Communicate by asking and answering a wider range of questions, using longer phrases and sentences.
 - *practise asking and answering questions with a partner*
 - *devise and perform simple role-plays.*
- Present orally on your / a family.
- Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.
 - *read aloud words which they use on a regular basis, e.g. numbers, colours, greetings*
 - *pronounce letter strings, words and phrases accurately with good pronunciation.*
- Follow a text accurately, listening and reading at the same time.
 - *make links between spoken and written words*
 - *identify common spelling patterns in letter strings.*
- Read role-plays and understand the content.
- Written presentation based on a / your family.

Cooking in the Curriculum

Mince Pies – See cooking curriculum for recipe guidance and skills