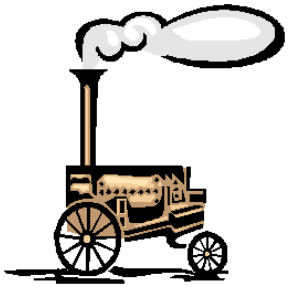
# Victorians

Successful learners

## Areas of Learning

As Historians we will use historical sources, ask questions and research to find out about life in Lincolnshire, during the Victorian era. We will investigate how the life of a poor child differed from the life of a rich child. We will use censuses to research local occupations. We will investigate Victorian inventions and the effect the railways had on the local area. We will create a class timeline and begin to place important dates along it. We will communicate our findings in a variety of ways ensuring we use historical vocabulary.

As Geographers we use a range of resources and ask questions to find out about Britain and, in particular, the physical and human characteristics of our local area. We will use geographical vocabulary to describe these. We will use local maps to research settlements, land use, rivers etc. We will draw conclusions on why people settled where they did. We will investigate land use in our county and the primary, secondary and tertiary industries.

As Scientist we will learn about light, including shadows, reflection and refraction. We will investigate the claims of Isaac Newton regarding how light travels and how it can be divided into colours. We will also research planets in our solar system, distinguish between heliocentric and geocentric ideas of planetary movement, discover facts about the moon and why we have day and night.

As Artists we research famous artists from the Victorian era. We will focus on the work of William Morris. We will design our own repeating pattern and print using two colours.

As Designers we will use historical sources to research samplers. We will practice stitching and design and make our own.

Confident individuals

## Enterprise

As enterprising people we will:

Research Victorian recipes to make an authentic Victorian meal as part of a Victorian day.

Use technology to make and program items.

Responsible Citizens

## Enrichment

To enrich our learning:

We will visit Belton House and experience what life was like for the rich family and the servants.

We will explore our local area, looking at Victorian architecture.

Role play: We will take part in a Victorian School Day at school.

We will make periscopes to help understand how light moves.

## Spiritual & Moral

In our spiritual and moral development we will:

Research the role Christianity played in educating children in Victorian times.

Consider how one person can make a difference in the lives of others by looking at people like Lord Shaftesbury and Dr Barnardo.

## Communities

As members of a community we will:

Look at the class system and the role wealth played on the lives of Victorian people.

We will experience life in a Victorian home and in a Victorian classroom.

We will discuss segregation in workhouses and education and debate the pros and cons.

| History Key Objectives | Milestone 3 |
|---|---|
| To investigate and interpret the past | • Use sources of evidence to deduce information about the past.<br>• Select suitable sources of evidence, giving reasons for choices.<br>• Use sources of information to form testable hypotheses about the past.<br>• Seek out and analyse a wide range of evidence in order to justify claims about the past.<br>• Understand that no single source of evidence gives the full answer to questions about the past.<br>• Refine lines of enquiry as appropriate. |
| To understand chronology | • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).<br>• Use dates and terms accurately in describing events. |
| To build an overview of world history | • Identify continuity and change in the history of the locality of the school.<br>• Give a broad overview of life in Britain from …….<br>• Describe the social, ethnic, cultural or religious diversity of past society.<br>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. |
| To communicate historically | • Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, • decade, legacy.<br>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.<br>• Use original ways to present information and ideas. |
| **Geography Key Objectives** | **Milestone 3** |
| To investigate places | • Collect and analyse statistics and other information in order to draw clear conclusions about locations.<br>• Identify and describe how the physical features affect the human activity within a location.<br>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.<br>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.<br>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).<br>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. |
| To communicate geographically | • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.<br>• Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.<br>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). |
| **Science Key Objectives** | **Milestone 3** |
| To work scientifically | • Plan enquiries, including recognising and controlling variables where necessary.<br>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.<br>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.<br>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.<br>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.<br>• Present findings in written form, displays and other presentations.<br>• Use test results to make predictions to set up further comparative and fair tests.<br>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. |

| Science Key Objectives | Milestone 3 |
|---|---|
| To understand light and seeing | • Understand that light appears to travel in straight lines.<br>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.<br>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.<br>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. |
| To understand the Earth's movement in space | • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.<br>• Describe the movement of the Moon relative to the Earth.<br>• Describe the Sun, Earth and Moon as approximately spherical bodies.<br>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. |
| Art | Milestone 3 |
| To develop ideas | • Develop and imaginatively extend ideas from starting points throughout the curriculum.<br>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.<br>• Use the qualities of materials to enhance ideas.<br>• Spot the potential in unexpected results as work progresses.<br>• Comment on artworks with a fluent grasp of visual language. |
| To master techniques: (printing) | • Build up layers of colours.<br>• Create an accurate pattern, showing fine detail.<br>• Use a range of visual elements to reflect the purpose of the work. |
| To master techniques: (textiles) | • Show precision in techniques.<br>• Choose from a range of stitching techniques.<br>• Combine previously learned techniques to create pieces. |
| To take inspiration from the greats | • Give details (including own sketches) about the style of some notable artists, artisans and designers.<br>• Show how the work of those studied was influential in both society and to other artists.<br>• Create original pieces that show a range of influences and styles. |
| D/T Key Objectives | Milestone 3 |
| To master practical skills in textiles | • • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). |
| Other | Milestone 3 |
| **R.E**<br>**To reflect** | • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.<br>• Explain their own ideas about the answers to ultimate questions.<br>• Explain why their own answers to ultimate questions may differ from those of others. |
| **To understand practices and lifestyles** | Explain the practices and lifestyles involved in belonging to a faith community.<br>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.<br>Show an understanding of the role of a spiritual leader. |
| **To understand values** | • Explain why different religious communities or individuals may have a different view of what is right and wrong.<br>• Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).<br>• Express their own values and remain respectful of those with different values. |

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| **Languages (using Milestones 2, due to the current ability of the children)** | |
| **To read fluently** | • Read and understand the main points in short written texts.<br>• Read short texts independently.<br>• Use a translation dictionary or glossary to look up new words. |
| **To write imaginatively** | • Write a few short sentences using familiar expressions.<br>• Express personal experiences and responses.<br>• Write short phrases from memory with spelling that is readily understandable. |
| **To speak confidently** | • Understand the main points from spoken passages.<br>• Ask others to repeat words or phrases if necessary.<br>• Ask and answer simple questions and talk about interests.<br>• Take part in discussions and tasks.<br>• Demonstrate a growing vocabulary. |

| English | Mathematics | Computing |
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| Creating a story from a picture prompt.<br>Fiction Genres<br>Study of 'Street Child'.<br>Diary writing.<br>Newspaper reports.<br>Drama.<br>Writing in role.<br>Character descriptions.<br>Missing chapter.<br>Fiction from our Literary Heritage<br>William Shakespeare – Midsummer Night's Dream<br>Take one poet<br>Michael Rosen<br>Discussion and Debating<br><br>Handwriting.<br>Guided reading.<br>Spelling patterns. | A: Exploring, understanding and applying the number system<br>B: Securing numerical fluency and understanding geometry (properties of shape)<br>C: Understanding fractions, measures and statistics.<br>D: Developing fractions and calculating.<br>E Securing numerical fluency, measures and geometry (position and direction. | Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.<br>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.<br>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.<br>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical system.<br>Solve problems by decomposing them into smaller parts.<br>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.<br>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. |

| Physical Education | Music | |
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| To develop practical skills in order to participate, compete and lead a healthy lifestyle:<br><u>In Games</u><br>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).<br>• Work alone, or with team mates in order to gain points or possession.<br>• Strike a bowled or volleyed ball with accuracy.<br>• Use forehand and backhand when playing racket games.<br>• Field, defend and attack tactically by anticipating the direction of play.<br>• Choose the most appropriate tactics for a game.<br>• Uphold the spirit of fair play and respect in all competitive situations.<br>• Lead others when called upon and act as a good role model within a team.<br><u>In Swimming</u><br>• Swim over 100 metres unaided.<br>• Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.<br>• Swim fluently with controlled strokes.<br>• Turn efficiently at the end of a length.<br><u>In Athletics</u><br>• Combine sprinting with low hurdles over 60 metres.<br>• Choose the best place for running over a variety of distances.<br>• Throw accurately and refine performance by analysing technique and body shape.<br>• Show control in take off and landings when jumping.<br>• Compete with others and keep track of personal best performances, setting targets for improvement.<br><u>Outdoor and Adventurous Activities</u><br>• Select appropriate equipment for outdoor and adventurous activity.<br>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.<br>• Embrace both leadership and team roles and gain the commitment and respect of a team.<br>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.<br>• Remain positive even in the most challenging circumstances, rallying others if need be.<br>• Use a range of devices in order to orientate themselves.<br>• Quickly assess changing conditions and adapt plans to ensure safety comes first. | To perform:<br>Sing or play from memory with confidence.<br>Perform solos or as part of an ensemble.<br>Sing or play expressively and in tune.<br>Hold a part within a round.<br>Sing a harmony part confidently and accurately.<br>Sustain a drone or a melodic ostinato to accompany singing.<br>• Perform with controlled breathing (voice) and skillful playing (instrument).<br>To compose:<br>• Create songs with verses and a chorus.<br>• Create rhythmic patterns with an awareness of timbre and duration.<br>• Combine a variety of musical devices, including melody, rhythm and chords.<br>• Thoughtfully select elements for a piece in order to gain a defined effect. | |