



<u>Year group: 5</u>	<u>Term: 3/4</u>		<u>Enquiry Question: How has the Victorian period affected our lives?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><u>Art</u></p> <p><u>Colour, pattern, texture, line, shape, form and space</u></p> <ul style="list-style-type: none"> – Know how to create sketch books to record observations and review and revisit ideas. – Know about great artists, architects and designers in history. – Know how to recreate work of artists with some creativity- William Morris – Know how to use colour and texture create a William Morris drawing. <p><u>Music</u></p> <p><u>Spring 1 - Make you Feel my Love</u> <u>Featured composers / performers – Adele</u></p> <p><u>Listen and Appraise</u></p>	<p>Visual elements Artist Printing Culture Alternative words for- Tone Texture Shape Grade Line Pattern Sketch</p> <p><u>Spring 1 - Make you Feel my Love:</u> Ballad Verse Chorus Interlude</p>	<p><u>Art</u></p> <p><u>Colour, pattern, texture, line, shape, form and space</u></p> <ul style="list-style-type: none"> – Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. – 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. – Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. – Question and make thoughtful observations about starting points and select ideas and processes to use in their work. – Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p><u>Music</u></p> <p><u>Spring 1 - Make you Feel my Love</u></p> <p><u>Listen and Appraise</u></p>



	<ul style="list-style-type: none"> – To know songs from memory, who sang or wrote them, when they were written and, if possible, why? – To know the style of songs and to name other songs in those styles. – To be able to talk about: <ul style="list-style-type: none"> – Some of the style indicators of the songs – The lyrics: what the songs are about – Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) – To be able to identify the main sections of the songs (intro, verse, chorus etc.) – To name some of the instruments they heard in the songs – To understand the historical context of the songs. What else was going on at this time? <p><u>Music/Computing- Fresh Prince of Bel-Air</u></p> <p><u>Improvise</u></p> <ul style="list-style-type: none"> – To know that improvisation is making up your own tunes on the spot – To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. – To know that using one or two notes confidently is better than using five 	<p>Tag ending Strings Piano Guitar Bass Drums Melody Compose Improvise Cover Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure</p> <p><u>Spring 2 - Fresh Prince of Bel-Air</u></p> <p>Old school Hip-Hop Rap Riff Synthesize Deck backing loops Funk Scratching Unison</p>	<ul style="list-style-type: none"> – To think about the message of songs. – To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. – To listen carefully and respectfully to other people's thoughts about the music. – To use musical vocabulary when you talk about music – To talk about the musical dimensions working together – To talk about the music and how it makes you feel <p><u>Music/Computing Fresh Prince of Bel-Air</u></p> <p><u>Improvise</u></p> <ul style="list-style-type: none"> – To copy back with instruments using up to three notes – To question and answer with instruments using up to three notes in your answer – To improvise using up to three notes.
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	<ul style="list-style-type: none"> – To know that if you improvise using the notes you are given, you cannot make a mistake – To know well-known improvising musicians 	Melody Compose Improvise Cover Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	
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 	Industrial revolution Social progress Empire Poverty Class Workhouse	<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.



	<p>industrialisation? What were Victorian schools like?</p> <ul style="list-style-type: none"> – 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 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? – 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>Unit 5.2 Faith in action-what are the challenges?</u></p> <p><u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <ul style="list-style-type: none"> – Explain why significant people of faith acted according to their commitments 	<p>commitments random act of kindness motivation respect</p>	<ul style="list-style-type: none"> – 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 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. – 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>Unit 5.2 Faith in action-what are the challenges?</u></p>
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	<ul style="list-style-type: none"> – Explain how people are inspired by actions of significant people of faith. <p><u>Easter-What is the message of Easter to the World for today?</u></p> <p><u>French</u></p> <p><u>That's tasty / Family and friends</u></p> <ul style="list-style-type: none"> – To know how to listen attentively to the French language and respond to instructions – To know how to write phrases from memory and create new sentences using conjunctions – Know how to explore and appreciate patterns in the French language through songs and rhymes – Know how to listen and understand to the main points in spoken text – Know about cultural diversity and respect this. Know that pictures and objects can represent a country. 	<p>J'ai soif J'aime manger Le petit déjeuner Le boissons Le fils La fille Le mari La femme Les enfants</p>	<p><u>Religion and World view focus: Christianity, Islam and Humanism</u></p> <ul style="list-style-type: none"> – Say why they think religions do charitable work – Give reasons why people may choose to make sacrifices to improve the lives of others. – Reflect on what influences religious people. <p><u>Easter-What is the message of Easter to the World for today?</u></p> <p><u>French</u></p> <p><u>That's tasty / Family and friends</u></p> <ul style="list-style-type: none"> – Listen attentively to spoken language including responding and following instructions and show understanding by joining in – Write phrases from memory and adapt these to create new sentences using conjunctions to join sentences – Explore and appreciate the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words – Listen to and understand the main points in short spoken text – Respect for and understand cultural diversity and I understand how symbols, pictures and objects can represent a country.
SMSC	<p><u>Dreams and Goals</u></p> <p>In this topic, children understand the role money takes, identify the life they would like to lead and</p>	<p>Dream Hope Goal Feeling</p>	<p><u>Dreams and Goals</u></p> <p>Children can:</p>



	<p>the range of jobs they are able to carry out. Children recognise the similarities and differences in aspirations between themselves and others in a different culture.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> – Understand that they will need money to help them achieve some of their dreams – Identify what they would like life to be like when they are grown up – Know about a range of jobs carried out by people they know and have explored how much people earn in different jobs – Appreciate the contribution made by people in different jobs – Identify a job they would like to do when they grow up and understand what motivates them and what they would need to do to achieve it – Appreciate the opportunities they learning and education are giving me and understand how this will help them to build their future – Describe the dreams and goals of young people in a culture different to their own – Reflect on how these relate to their own – Understand that communicating with someone in a different culture means they can learn from each other and identify a range of ways they can support one another – Appreciate the similarities and differences in aspirations between themselves and a young person in a different culture. 	<p>Achievement Money Grown up Adult Lifestyle Job Career Profession Money Salary Contribution Society Aspiration Culture Country</p>	<ul style="list-style-type: none"> – Reflect on how learning, education and life skills give them the tools to build their futures – Encourage one another – Reflect on the goals and dreams of others and how these relate to their own – Describe the dreams and goals of a young person in a different culture – Reflect on how these relate to their own.
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	<p><u>Healthy Me</u></p> <p>Children are taught what impacts the body and how the body can be impacted differently by substances. Similarly, children will identify their own attitudes toward this and express how they feel.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> – Know the health risks of smoking and can tell how tobacco affects the lungs, liver and heart – Make informed decision about whether or not they choose to smoke and know how to resist pressure – Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart – Make informed decision about whether or not they choose to drink alcohol and know how to resist pressure – Practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations – Keep themselves calm in emergencies – Understand how the media and celebrity culture promotes certain body types – Reflect on their own body image and know how important it is that this is positive and that they accept/respect themselves – Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures – Respect and value their bodies 	<p>Choices Healthy behaviours Unhealthy behaviour Informed decision Pressure Emergency Procedure Recovery position Calm Level-headed Media Altered Celebrity Respect</p>	<p><u>Healthy Me</u></p> <p>Children can:</p> <ul style="list-style-type: none"> – Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressure – Respect themselves and their body
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	<ul style="list-style-type: none"> – Know what makes a healthy lifestyle including healthy eating and the choices they need to make to be healthy and happy – Be motivated to keep themselves happy and healthy 		
Scientific & technological understanding	<p><u>Science</u></p> <ul style="list-style-type: none"> – To be able to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird – To describe the life process of reproduction in some plants and animals. <p><u>Design Technology</u></p> <p><u>Mechanical Systems – Cams: Victorian Toys</u></p> <p>Design:</p> <p>Make:</p> <p>Evaluate:</p>	<p>Reproduction</p> <p>Life cycle</p> <p>Life process</p> <p>Reproduction</p> <p>Plants</p> <p>Animals</p> <p>Mammal</p> <p>Amphibian</p> <p>Insect</p> <p>bird</p>	<p><u>Science</u></p> <ul style="list-style-type: none"> – 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 – Identify scientific evidence that has been used to support or refute ideas or arguments <p><u>Design Technology</u></p> <p><u>Mechanical Systems – Cams: Victorian Toys</u></p> <p>Design:</p> <ul style="list-style-type: none"> – Generate ideas through brainstorming and identify a purpose for their product – Draw up a specification for their design – 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>Investigate Observe Test Accurate and precise Gravity Air resistance Water resistance Friction Mechanisms Levers Pulleys and gears</p>	<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 – Weigh and measure accurately (time, dry ingredients, liquids) – Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i> <p>Evaluate:</p> <ul style="list-style-type: none"> – Carry out sensory evaluations of a range of relevant products and ingredients – Record the evaluations using tables, graphs, charts such as star diagrams. – Evaluate the final product with reference back to the design brief and design specification.
	<p><u>Computing</u></p> <p><u>Spreadsheets (Unit 5.3)</u></p> <ul style="list-style-type: none"> – Know how to convert measurement – Understand how to use the count tool – Understand how to use text variables to perform calculations – Know how to use a spreadsheet to plan an event <p><u>Database (Unit 5.4)</u></p> <ul style="list-style-type: none"> – To know how to search for information on a database 	<p>Convert Measurement Variable Spreadsheet Formula Convert Tool Variables Spreadsheet Formula Real-life problem</p> <p>Database Sequence</p>	<p><u>Computing</u></p> <p><u>Spreadsheets (Unit 5.3)</u></p> <ul style="list-style-type: none"> – Create a formula in a spreadsheet to convert m to cm or miles to km – Create simple formulae that use different variables – Solve real-life problem



	<ul style="list-style-type: none"> – Understand how to contribute to a class database – Understand the different ways to search a database – Understand how to word questions so that they can be effectively answered using a search of their database – Know what a database field is and can correctly add field information. <p><u>Multi-layered Music (Bespoke)</u></p> <ul style="list-style-type: none"> – To take a photographs and sequence them into a 'movie' – To understand the role framing in photography plays in stop motion – To understand that 2Animate orders the photographs into a sequence using onion skin – To evaluate the sequence – To use the wider features of PurpleMash to edit and improve using onion skin – To use a range of programs to achieve a given aim – To add auditory commentary including sound features – To evaluate the methods for animation. 	<p>Photograph Movie Framing Stop motion Onion skin Evaluate Program Animation Commentary Web-based Narrate Sound effect soundtrack</p>	<p><u>Database (Unit 5.4)</u></p> <ul style="list-style-type: none"> – Search a database in order to answer questions correctly – Create their own database on a chosen topic – Add records to their database – Search a database in order to answer questions correctly. <p><u>Multi-layered Music (Bespoke)</u></p> <ul style="list-style-type: none"> – Focus a photograph using a tablet – Analyse the sequence of photographs so that movement looks 'smooth' – Edit a sequence of photographs to achieve a given aim – Transfer the skills learned in the previous years onto a web-based program – Narrate a story – Choose an appropriate sound effect and/or soundtrack to enhance the sequence.
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Physical development	<p><u>Physical Development</u></p> <p><u>Spring 1:</u></p> <p><u>Gym Sequences (Unit 5.3)</u></p> <ul style="list-style-type: none"> - Identify and practise body shapes and balances - Recap on linking moves and understand how they will be used in developing sequences - Identify and practise symmetrical and asymmetrical body shapes - Learn new counterbalance skills with a partner - Learn how to link moves together with fluency and good body tension - Learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence <p>Understand the value of posture and body tension when performing</p> <p><u>Step to the Beat (Unit 5.3)</u></p> <ul style="list-style-type: none"> - To understand the importance of a warm-up. - To understand the benefits of improving muscle tone in the abdominals and legs. - To learn new strength-based moves. 	<p><u>Gym Sequences (Unit 5.3)</u></p> <p>Arch Asymmetrical Balance Balance sequence Bridging Canon Counterbalance Direction Dish Dynamic movement Evaluate Extend Level Moves Point of balance Pull, push Rolling Rotation Sequence Shape Symmetrical Techniques Tension Twist Unison</p> <p><u>Step to the Beat (Unit 5.3)</u></p> <p>Heart rate Knee crunch Rhythm Cross step V step Repeater squat</p>	<p><u>Physical Development</u></p> <p><u>Spring 1:</u></p> <p><u>Gym Sequences (Unit 5.3)</u></p> <ul style="list-style-type: none"> - Perform new gymnastic moves with control and accuracy - Develop skills for movement, including rolling, bridging and dynamic movement - Use and refine the following skills: flexibility, strength, balance, power and mental focus - Adapt a sequence - Perform movements in canon in unison - Use own and others' body weight to balance - Develop the skill of critique, including the ability to identify strengths and areas for improvement <p><u>Step to the Beat (Unit 5.3)</u></p> <ul style="list-style-type: none"> - To develop co-ordination, balance and timing. - To improve general fitness levels. - Perform step moves in time with the music. - Work with a partner to produce a sequence of moves. - Analyse and evaluate own and others' performance. - To perform a sequence of steps in time with the music - To construct own moves from knowledge gained in the previous lessons.
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<u>Guided Reading and Other Linked Texts</u>	<u>Previous Learning Links</u>	<u>Adaptations for SEND:</u>	<u>Key Questions:</u>
Street Child (GR) Various non-fiction	Continuing the chronology throughout all the history enquiries. Historical significant figures – people of the past influencing the future (Y2) Egyptian – greatest inventions and achievements (Y4) Pollution - (Y4 Geography) Games from the past (Y1)	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?