

Thematic Planning for Summer Term
The Victorians: 'Full Steam Ahead'
Year 5

Additional Requirements Prior to the Unit:

- Ask children to bring in glass jars – Week 3
- Plan/Book educational experience to Didcot Railway – Week 6

Week 1

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> • Use dates and terms accurately to describe events. • Place events, artefacts and historical figures on a timeline • Describe main changes in periods of history
Knowledge:	<ul style="list-style-type: none"> • Know about some of the key events of the Victorian Era

Teacher guidance

Session outcome: Independently construct timelines to demonstrate chronological knowledge of Victorian Era

Lesson exploration	<ul style="list-style-type: none"> • Hook: Box filled with clues to the Era. E.g. telephone, post box, education, train, Sainsbury's (advert), camera, light etc. Can children predict what these things all have in common? Children to use padlet to document their thinking ... (QR code in book) • Identify where Victorian Era fits within British History. Also discuss in relation to periods of History already studied. • Children to be given key events in Victorian History and are to match these to the years using sources assist them. • When they have matched these events to years, they are to create a Victorian timeline for the significant events of this era and this should be recorded in books. • Return to hook: children to expand on previous padlet now adding knowledge of items and any information about them that relates to Victorian Era (QR code or screen shot for books)
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Week 2

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices • Seek out and analyse a wider range of evidence in order to justify claims about the past. • Describe the social, ethnic and cultural diversity of society • Use literacy and computing skills to represent information • Understand that no single source of evidence gives the full answer to questions about the past.
Knowledge:	<ul style="list-style-type: none"> • Know the changing powers of the Monarchy

Teacher guidance	
Session outcome: Factfile on Queen Victoria (Double Page Spread)	
Lesson exploration	<p>Big question lesson: What do you know about Queen Victoria?</p> <ul style="list-style-type: none"> • Sticky Knowledge: Mix & Match – children to be provided with 2 sets of cards. One contains dates and one contains events. Children use their knowledge from last lesson to match up the dates and the event at which this occurred. • Provide the children with a variety of sources about Queen Victoria (IPads, diary entry of a Victorian at the time, books, photographs, family tree, timeline) • Carousel round the sources, and for each source make a list of what they have discovered about Queen Victoria using this source alone. (Write up onto table: Source Type/Information discovered/ Ranking of Source) • Children to then rank sources and explain reasons as to why they have ordered the sources in this way depending on information found and how effective the information was. • Children to then use information to discuss Queen Victoria's life, and then create a factfile to teach a friend about the Monarch.



Week 3&4

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Select suitable sources of evidence
Knowledge:	<ul style="list-style-type: none"> Know some key Victorians and the legacy they have, particularly around engineering, medicine etc

Teacher guidance	
Session outcome: Summary Write Up	
Lesson exploration	<p>Big Question Lesson: What influence has the Victorian era had on the world today?</p> <ul style="list-style-type: none"> Sticky Knowledge: Kahoot Quiz on Industrial Revolution Split the children into groups - each group to be provided with clues about their famous Victorian (Alexander Graham-Bell, Florence Nightingale, Charles Darwin, Charles Dickens, Sir Robert Peel, Emily Davies, William Henry Fox-Talbot, Louis Pasteur) – Can they make a prediction about why their individual might be famous and what they did? Reveal the name of the chosen individuals Children to use a variety of sources to find out details about these people. Birth/Death, what they were famous for, what they invented, significant achievement etc. Children to create ‘Information Jars’ – each child has a glass jar which they decorate with images (tissue paper, paint, sharpies, sugar paper) to represent their significant person. They then create ‘scrolls’ which contain factual information about their chosen individual to place in the jar. These can then be used to teach others about that significant figure. Children to then present their jar and findings to other children in the class so that knowledge of all significant Victorian figures are shared.



Week 5

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Describe the main changes in a period of history Describe the social & cultural diversity of past society
Knowledge:	<ul style="list-style-type: none"> Know about the industrial revolution and the impact it had on society

Teacher guidance

Session outcome: Pictorial Map to Explain the positive impact the Industrial Revolution (factories) had upon society

Lesson exploration

Big question lesson: Can you explain how the industrial revolution changed society?

- Sticky Knowledge: Queen Victoria recap – statements about Queen Victoria and sort them into true and false.
- Revolution – Vocabulary Exploration
Industrial – Vocabulary Exploration
Industrial Revolution – What does this mean?
- Look at pictures of a pre-industrial and post-industrial scene of the same location. Can the children articulate how the Industrial Revolution has impacted upon areas such as these?
- Teach what the Industrial Revolution is and the main types of industry involved: Steam Engines, Iron & Coal and Cotton Spinning – QR code fact hunt to gain knowledge of what Industrial Revolution is and the benefits and disadvantages of each one on society.
- Recap the benefits of the Industrial Revolution for people living in society during those times. Look at facts and figures of life before and after the industrial revolution (e.g. life expectancy, population, health etc.)
- Children to create a visual map/infographic of the impact the Industrial Revolution (Factories) had on society e.g. Factories > More Jobs created to build factories > more people moved to the local area ...
- *PRIOR TO NEXT LESSON* Children to have created survey (Microsoft forms) to send to staff to gather statistical information about which industry themselves and their family members work in.**



Week 6

Focus Subject(s):	History
Knowledge:	<ul style="list-style-type: none"> Know about the industrial revolution and the impact it had on society

Teacher guidance	
Session outcome: Educational Experience: Understand the workings of a steam engine	
Lesson exploration	<ul style="list-style-type: none"> Educational Experience: Didcot Railway – Oxford ... Travel and Transport / Coming of the Railways including the Victorian era

Week 7

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Identify continuity and change in the history of the locality Seek out and analyse a wider range of evidence in order to justify claims about the past.
Knowledge:	<ul style="list-style-type: none"> Know how the revolution impacted on Coventry

Teacher guidance	
Session outcome: Virtual Presentation upon the Industrial Revolution in Coventry	
Lesson exploration	<ul style="list-style-type: none"> Recap prior learning on Industrial Revolution *PRIOR TO THIS LESSON* Children to have created survey (Microsoft forms) to send to staff to gather statistical information about which industry themselves and their family members work in. Analyse results of survey – children to look at results and classify jobs into industries > create graph to document their results. (Education, Food Industry, Transport, Manufacturing, Computing etc.) Explore which jobs do people have now that could be a result of the industrial revolution? Research Task: Children to work in groups to research how the Industrial Revolution Impacted upon Coventry? What changes occurred in the City as a result of the Industrial Revolution? What was Coventry most famous for etc.? Positive and Negative factors upon Coventry during the Industrial Revolution ... Children to create a presentation upon one of the areas of Coventry's industries and use green screen apps to enhance their presentation.



Week 8

Focus Subject(s):	Design Technology
Skills	<ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures
Knowledge:	<ul style="list-style-type: none"> • Know the processes required to prepare a meal • Know some traditional Victorian produce / dishes

Teacher guidance

Session outcome: Plan, make, eat, evaluate and Victorian meal (Meat Pasty).

Lesson exploration	<ul style="list-style-type: none"> • Research traditional Victorian dishes (Is • Maths link – up scaling recipes from 2 to 4 people. Challenge GDS – 4 to 6 people • Split class into four groups and give each group 4 different Jollof rice recipes. Children to follow their recipe to create the dish. • Once all recipes have been prepared, all children can taste and critically evaluate each recipe. • Using their preference and knowledge of the recipe children can adapt and create their own Jollof rice recipe (eg – more vegetables, adding more salt and pepper etc). • Books to contain a booklet documenting the sequence of planning, researching, making, and evaluating their African meal.
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Week 9

Focus Subject(s):	History
Skills	<ul style="list-style-type: none"> Describe characteristic features of the past, including experiences of men, women and children and its impact over time. Use literacy and computing skills to represent information Use historical vocabulary, including dates, time period, era, chronology, continuity, change, century, decade, legacy
Knowledge:	<ul style="list-style-type: none"> Know how the lives of children were affected depending on social status

Teacher guidance	
Session outcome: Persuasive Letter	
Lesson exploration	<ul style="list-style-type: none"> Explore the difference in life for rich/poor children during the Victorian Era. What are the main differences? Children are given cards/concept cartoons of Victorian children introducing themselves and their jobs. Within the cards their should be information about their jobs and the disadvantages that children faced during this era when working in the different industries – Chimney sweeps, Factories, Street Sellers, Coal Mines. Children to write a persuasive letter asking to stop business employing children working in factories etc. Closing Task: Explore some of the revisions made to children working during the Victorian Era to improve safety (example in the Textile industry)



Week 10, 11, 12

Focus Subject(s):	Design Technology
Skills	<ul style="list-style-type: none"> Combine elements of design from a range of designs giving reasons for choices Design with the user in mind Make products through stages of prototypes, making continual refinements through digital technology Ensure products have a high quality finish Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. Convert rotary motion to linear using cams (sewing machine mechanism) Use innovative combinations of electronics (or computing) and mechanics in product designs
Knowledge:	<ul style="list-style-type: none"> Know how to use coding to create a Victorian sampler

Teacher guidance	
Session outcome: Plan, design, make, and evaluate a Victorian Sampler using Coding to design	
Lesson exploration	<ul style="list-style-type: none"> Recap how the textile industry was enhanced within Coventry during the Industrial Revolution (Silk Industry, Ribbon making etc.) and how textile was a key part of a Victorian Female's life Research Victorian Samplers (some on display at the Herbert Art Gallery) Plan: Children to plan the design of their own sampler using elements of those researched on Paper Make: Using physical method (cross stitching) traditional Victorian methods Make: Using coding (Turtlestitch) – modern method Evaluate: Manual process vs technological process <p>1) Big Question: How can we use modern day technology to re-create designs from the past?</p>

