

**Thematic Planning for the Summer Term**  
**The Victorians – ‘Full Steam Ahead’**  
**Year 5**

**Big Questions**

1. What do you know about Queen Victoria?
2. Can you explain how the industrial revolution changed society?
3. What influence has the Victorian era had on the world today?
4. How can we use modern day technology to re-create designs from the past?

**Values Question**

**Knowledge**

- Know about some key events of the Victorian era e.g. the Crimean war
- Know the changing powers of monarchy during the Victorian era
- Know about the industrial revolution and the impact it had on society
- Know how the revolution impacted on Coventry
- Know how Britain in the Victorian times had a major impact on the rest of the world
- Know some key Victorians and the legacy they have, particularly around engineering, medicine etc
- Know how the lives of children were affected depending on social status
- Know how to use coding to create a Victorian sampler

**Vocabulary**

Manufacture, invention, industrial, steam powered, engineering, automatic, sampler, CAD (computer aided design)

**Skills**

**History**

**Interpret the past**

Use sources of evidence to deduce information about the past.  
 Select suitable sources of evidence, giving reasons for choices.  
 Understand that no single source of evidence gives the full answer to questions about the past.  
 Refine lines of enquiry as appropriate.  
 Seek out and analyse a wider range of evidence in order to justify claims about the past.

**Build an Overview of World History**

Identify continuity and change in the history of the locality of the school.  
 Describe the social, ethnic, cultural or religious diversity of past society.  
 Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

**Chronology**

Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).

	<p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately to describe events.</p> <p>Place events, artefacts and historical figures on a timeline</p> <p><b>Communicating Historically</b></p> <p>Use literacy and computing skills to represent information</p> <p>Use historical vocabulary, including dates, time period, era, chronology, continuity, change, century, decade, legacy</p>
<p><b>Design Technology</b></p>	<p><b>Design</b></p> <p>Combine elements of design from a range of designs giving reasons for choices</p> <p>Design with the user in mind</p> <p><b>Computing</b></p> <p>Make products through stages of prototypes, making continual refinements through digital technology</p> <p>Ensure products have a high quality finish</p> <p>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p> <p>Write code to control and monitor models or products.</p> <p><b>Key skills – mechanics</b></p> <p>Convert rotary motion to linear using cams (sewing machine mechanism)</p> <p>Use innovative combinations of electronics (or computing) and mechanics in product designs.</p>