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| **Subjects** | **Objectives** | **Skills** | **Activities/ Tasks** |
| English | To be able to:  Plan, draft and write in a variety of genres using relevant skills (see writing progression sheets). | See writing progressions sheets | **Writing tasks to choose from**   * To use the novel, Street Child by Berlie Doherty to describe the character of The Stickman and the setting of the Jarvis Home (Y5). * Following extensive research using primary evidence, write a diary entry of a child living in a Victorian workhouse (Y5 and Y6). * To use notes to plan, draft and write a recount of the life and work of Edward Jenner (Y5). * To use research to plan and write a section of a diary from the point of view of a 12 year old Charles Dickens (Y5) * To research, note take, plan and write a non-chronological report about crime and punishment over the years (Y5). * Biography about Charles Dickens and Samuel Sadler (Y5) * Narrative entitled “Jim and Tip in Trouble” Imagine the 2 boys escaped from the workhouse and the problems they may have faced. (Y5) * To write a report on children’s jobs in Victorian times, using research, taking notes and drafting. (Y6) * To look at the language of a balanced argument and wite one entitled ‘Should Jim Jarvis escape from the workhouse?’ (Y6) * Using research, taking notes and planning, write a newspaper report about the work of Edward Jenner. (Y6) * Research, using primary and secondary evidence, what it would have been like to be a street child in Victorian times and write an explanation text called how to look after a street child. (Y6) * Persuasive letter to Government about closing down workhouses. |
| History | 5 – Local history study  6 – Aspect or theme in British history beyond 1066 (Crime & punishment) | **Chronological Understanding**   1. Know and sequence key events of time studied   3) Make comparisons between different times in the past  4) Place current study on time line in relation to other studies.  5) Sequence up to 10 events on a time line  **Range and depth of historical knowledge**  1) Study different aspects of different people e.g. differences between men and women / rich and poor  2) Examine causes and results of great events and the impact on people  5) Know key dates, characters and events of time studied  6) Compare life in early and late 'times' studied  7) Compare an aspect of life (e.g. beliefs and behaviour) with the same aspect in another period  **Interpretations of history**   1. Compare accounts of events from different sources and consider ways of checking the accuracy of interpretations – fact, fiction or opinion   3) Be aware that different evidence will lead to different conclusions  4) Confidently use the library and internet for research  **Historical enquiry**  1) Recognise primary / secondary sources  2) Use evidence and a range of sources to build up a picture of a past event  3) Select relevant sections of information  4) Suggest omissions and the means of finding out  5) Bring knowledge gathered from several sources together in a fluent account  6) Use the library and internet for research with increasing confidence | * Victorian timelines (inventions, legislation, monarchy events) * Discuss and sequence statements pertaining to historical events of local area. Use to produce local history timeline (Yarm,Egglescliffe, Preston-on-Tees and Eaglescliffe) * Crime and punishment (Romans, Anglo Saxons, Tudors, Victorians and modern day) Look at vocab for Roman punishment and justice system and organise them into groups; look at Anglo Saxon punishments for a range of crimes and compare them to modern day look at pictures of Tudor artefacts of punishments-discuss and try to establish what they would have been used for; look at Victorian prisons and justice system, comparing them. Look at modern day justice system- can they see which periods of time we got our ideas from. * Study of Stockton and Darlington railway. Using variety of sources (history websites, books, local signs/structures/, old newspaper reports) children to answer questions about why it was built, key figures (George Stephenson) and grand opening on September 27th 1825. Sketch of Locomotion Number 1. * Impact of rapid success/development of SDR on our area. Refer back to timeline and map to see/understand that area now known as Eaglescliffe expanded with use of railway. * Study 1881 census and recognise this as a primary source. Identify results of SDR arrival e.g. occupations listed. Children to list facts they have gleaned from census. * Study of key local figure, Sir Samuel Sadler. Use range of sources (1881 census, internet, statue in Middlesbrough, Southlands Villa in Eaglescliffe) to compare information and decide which statements are fact, fiction or opinion. Use knowledge collected to write a brief, but factual biography. * Sort and compare photographs of modern / Victorian houses in Eaglescliffe giving reasons for choices. Identify examples on topic walk. * Through reading Street Child and comparing housing in the local area, children will complete similarity and difference charts between the rich and poor. * Research scientists (e.g. Jenner, Fleming, Pasteur) and the effects they have had on medical advancements. Order their stories in chronological order. Write small reports (e.g. newspaper/non-chron) about their discoveries. * Research the changes during the Industrial Revolution and make group posters to show differences between early and late Victorian times. * Walk (completing worksheet enroute) to look at the railway workers’ cottages, large houses built by wealthy industrialists including Sadler, the railway station and other Victorian elements such as Tittybottle Park, Jubilee Assembly Rooms. * Use evidence from the workhouse to find out what life was like for children and adults. Compare to evidence in Street Child. Write a diary and a report based on information found from primary resources (e.g. workhouse menus) and secondary sources (e.g. videos and modern-day books) |
| Geography | 1b – Name and locate counties and cities of UK, geographical regions, human and physical characteristics, key topographical features  2- Use 8 compass points accurately and confidently.  3b – Human geography – economic activity including trade links and distribution of natural resources, industrial revolution – compare past and present trade links.  3d – 4 and 6 figure grid references  3e – use fieldwork to observe, measure, record and present the human and physical features in the local area using plans, sketch maps and digital technologies. | **Geographical enquiry**  1) Suggest questions for investigating  4) Analyse evidence from primary and secondary sources and draw conclusions e.g. compare historical maps of Victorian and present day Eaglescliffe - influence on people/everyday life  5) Analyse evidence and draw conclusions, identifying patterns and explain reasons behind them.  **Drawing maps**   1. Draw a variety of thematic maps based on their own data. 2. Begin to draw plans of increasing complexity e.g. plan of school before and after.   **Using maps**   1. Compare maps with aerial photographs.   2) Select a map for a specific purpose  3) Follow a short route on a map, including an OS map. Describe features shown on an OS map.  **Map knowledge**   1. Confidently identify significant places and environments   **Style of map**  3) Use OS maps. | * Whilst looking at our local area, children will be encouraged to generate questions about why our area looks like it does and why the different industries exist. * Use a range of maps/atlases to identify regions of UK and counties of England. Look at our local area and discuss why we are not part of just one county. Plot neighbouring counties (and the main counties of England) onto a blank map. * Use Project Britain site to find out about the human and physical characteristics of the different geographical regions. Research the different regions and complete a research chart/questions and feed back to class. * Use map shading to roughly identify the four main local areas – Yarm, Egglescliffe, Preston-on-Tees and Eaglescliffe. Children to pose questions such as why did settlements develop here? Did they all begin/grow at same time? Why/not? * Compare historical maps of Victorian and present day Eaglescliffe. Understand that these are primary sources. Discuss, and identify similarities and differences in these and use evidence (including historical human changes) to explain. * After our topic walk, children to draw maps showing where modern and Victorian houses are situated. * Plot an imaginary route for Jim from Street Child from London to Stockton. Which counties would he pass through? * Draw a scaled map of the school and compare it to the aerial photograph of the school when it was built. * Locate Eaglescliffe and Yarm on an OS map and list significant features (e.g. churches, pubs, river, contours) and compare these maps to aerial photographs. |
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| Science | 6.1 Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, looking particularly at micro-organisms  6.13 Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  6.14 Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches  6.15 Use recognised symbols when representing a simple circuit in a diagram | **Asking Questions & Planning Enquiries**   1. Use their science experiences to explore ideas and raise different kinds of questions 2. Talk about how scientific ideas have developed over time scientific questions 3. Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions 4. Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact   **Testing, Measuring & Recording**   1. Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why   **Concluding**   1. Look for different causal relationships in their data and identify evidence that refutes or supports their ideas 2. Identify scientific evidence that has been used to support or refute ideas or arguments 3. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results   **Evaluating**   1. Use their results to make predictions and identify when further observations, comparative and fair tests might be needed | **Microorganisms**   * Research into Edward Jenner’s cowpox experiment and vaccination. * Growing microorganisms in sealed jars (Y6) * Yeast investigation. Investigate the conditions needed for microorganisms to grow. Fair testing to be considered and predictions about conditions needed. (Y5)   **Electrical Circuits**   * Chd will have secure knowledge of recognised circuit symbols using matching exercises and drawing scientific diagrams of physical circuits which they will make. * Investigate what happens to a bulb/buzzer when cells are added to/ removed from simple circuit. * Work in groups to ask questions, make predictions, generate and carry out circuit investigations and explain results. Stay focused on fairness of test and using correct scientific language. * Discuss what they have discovered and which questions they would like to find answers to next. * Construct a Victorian building as part of a Victorian Christmas scene (including simple circuit to add at least one bulb.) |
| Art |  | **Exploring/ Evaluating and developing ideas**  **Develop sketch book**  - Select and record from observation, experience and imagination and develop ideas confidently, using suitable materials confidently  - Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks  - Improve quality of sketchbook with mixed media work and annotations  - Develop artistic/ visual vocabulary when talking about own work and that of others  - Begin to explore possibilities, using and combining different styles and techniques  - Think critically about their art and design work  **Drawing**  - Develop close observational skills  -Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour  -Look at the effect of light on an object from different directions  - Use first hand observations using different viewpoints  - Produce increasingly accurate drawings of people  - Work on sustained, independent, detailed drawings  - Explore the relationships between line and tone, pattern and shape, line and texture  **Painting**  - Controlling and experimenting particular qualities of tone, shades, hue and mood  - Use colour to express moods and feelings  - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours  - Considering colour for purpose  - Carry out preliminary studies, test media and materials and mix appropriate colours  - Show an awareness of how paintings are created - consider artists use of colour and application of it  - Choose appropriate paint, paper and implements to adapt and extend their work  **Printing**  -Experienced in combining prints taken from different objects to produce an end piece  - Experiment with ideas to plan in sketchbook  - Experienced in producing pictorial and patterned prints  - Designs prints for wallpaper/wrapping paper  - Discuss and evaluate own work and that of others  - Explain a few techniques including the use of poly-blocks, lino relief, collographs  - Build up layers and colours/ texture  - Be confident with printing on paper  - Explore printing techniques used by various artists  **Pattern**  - Use shape to create patterns  - Look at various artists creation of pattern and discuss effect  - Organise own patterns  - Create own abstract pattern  - Discuss own and artists work, drawing comparisons and reflecting on their own creations | **Drawing**   * Look at a range of videos from Youtube about how light reflects from objects. * Practise shading skills such as hatching and cross hatching and draw a range of Victorian artefacts (Still life). Use sketch books to practise skills and to develop a piece of art where children will look an artefact from different angles and with different light. Chd will annotate their work, using relevant art vocabulary. They will think critically about their different sketches. * Chd will look at famous pictures of Queen Victoria and other famous Victorian people and will try to draw people standing and sitting. They will look at how shading can make their artwork look more realistic and will work independently on a detailed portrait of a Victorian figure of their choice.   **Painting**   * Children will find out about the life and work of Henri Matisse and do thinking skills activity whereby chd place a range of his art work into different rooms in their galleries, giving reasons for their choices. They will look at the artist’s use of colour and different hues to create mood and will find out about complementary colours when doing a replication of The Snail (using paper collage), The Wheatsheaf (using paper collage) and another painting of their choice using paints to show a mood. * Children will look at different paintings by Matisse and will discuss his use of colour to create mood. They will mix their own colours using power and poster paints and will create different thicknesses and colours to try and emulate/create a picture in the same style.   **Printing/Pattern**   * Explore the work of William Morris. Do some research using internet and the PowerPoint, looking at his life. * Give children some Morris pictures and a squared grid. Chd to copy one of his patterns into their own squares. It may help to draw a grid overlay and copy one part at a time. (Use resource I bought on Morris). * Chd to look at different types of pattern e.g. half block, dot repeat, block repeat (See pattern handout in pack I bought) and will practise these in their sketch books. * Design their own sheet of wallpaper using Morris as an example and do these pictorially rather than printed. * Chd draw a pattern in their sketch book that they think will work well as a print. Chd carve their pattern carefully into polystyrene blocks. Practise printing techniques. Chd make a repeating pattern. Evaluate – how are they going to improve next time? * Make lino tile imprints using Morris as an inspiration. Use leaf, flower designs and use different colours to print repeating patterns. * Design and make own patterns for making their own wrapping paper, using poly blocks and Christmas designs to create repeating patterns. |
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