Durham Lane Primary School: Topic Planning

Topic: **Victorians / Street Child** **Term:** **Autumn 1 and 2** **Class:** **5/6**

Subjects	Objectives	Key Knowledge/key concepts/key elements	Key Vocabulary (Tier 2 and 3)	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	See writing progressions 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. • Following extensive research using primary evidence, write a diary entry of a child living in a Victorian workhouse. • To use notes to plan, draft and write a recount of the life and work of Edward Jenner. • Narrative entitled "Jim and Tip in Trouble" Imagine the 2 boys escaped from the workhouse and the problems they may have faced. • To write a report on Ter Industrial Revolution in Victorian times, using research, taking notes and drafting. • Persuasive letter to Government about closing down workhouses.
History	**5 – Local history study** **6 – Aspect or theme in British history beyond 1066** **A significant turning point in British History e.g. the first railways.** **Key Question:** **Did Stockton on Tees (and the surrounding area) benefit from the Industrial Revolution?** **Splinter questions** **1) What was the Industrial Revolution and when did it occur?** **2) What changes happened during the Industrial Revolution, especially during the rule of Queen Victoria?** **3) How did the Industrial Revolution change Stockton on Tees and the surrounding area?** **4) How did the Industrial Revolution affect society in the UK? What was Eaglescliffe like during the reign of Queen Victoria?** **5) Why was the SDR so important for our area?** **6) How did innovations in Teesside during the Industrial revolution impact on other areas of the UK?** **7) What evidence do we have to show the impact the Industrial Revolution had on the UK, including Stockton**	**Main events** • **To know that 1837-1901is the date of Victoria's reign** • To be able to state some historical events in Yarm and Stockton-on Tees. • **To know what changes happened during The Industrial Revolution.** • **To know what a workhouse was and what life was like in the workhouse.** • **To know how houses changed in Eaglescliffe during Victorian times and to understand the difference between rich and poor.** **Transport** • To know when (1825) and why Stockton to Darlington railway was built. • To know that the arrival of SDR changed the population of Stockton. **Kingdom and rulers** • To know which countries were part of the British empire in Victorian times. • **Order and name up to 10 British monarchs.** • Be able to state facts about different British monarchs. **Beliefs** • To know about key historical figures, when they lived, what they did and their impact on the world (Edward Jenner, Charles Dickens, Samuel Sadler, Charles Darwin)	**Tier 2 words** Era Population Inventions Manufacture Chronology Deprivation Monarch Government Artefacts **Tier 3 words** Prominent Victorians Parliament British Empire Industrial revolution Social class Pauper Aristocrat Medical advancement Empress Census Crime and punishment Primary/secondary sources Workhouse Ragged school	**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	• 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) • 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)

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	On Tees and the surrounding area?			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	
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. **Key Question:** **What is it like to live in Stockton On Tees compared to other parts of the UK and how has life changed here since Victorian times?** **Splinter questions** **1) What is a region in terms of the UK and what are the 9 main regions of the UK?** **2) What are the different physical features of some of the 9 regions and how they are the same/different? Why did people choose to settle and live in Stockton and Eaglescliffe?** **3) What are the different human features of some of the 9 regions and how they are the same/different?** **4) How can I use grid references to locate places on maps? How can I use OS symbols?**	Location • **To know what a region is and to name the 9 regions in England.** • To know what a county is and to know Stockton is part of a unitary authority. • To know what the 4 main local areas of Stockton are (near where we live). Human Features • **To know the different human and physical features of some of the 9 regions and how they are the same/different.** • **To know why people settled in Stockton and Eaglescliffe.** Physical Features • To know the different human and physical features of some of the 9 regions and how they are the same/different. Mapping • **To know the differences between modern maps and maps of Victorian Eaglescliffe, including houses and roads.** • **To know what some of the symbols are on an OS map** Fieldwork • To know how to observe a route taken in local area and to draw a map of that route • To be able to observe features in the local area from past and present, including houses and to record them on sketch maps	**Tier 2 words** Characteristics Settlement Route Significant Features Aerial Influence **Tier 3 words** Region County Unitary authority Physical/human features Ordnance survey Map symbols Contours	**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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	5) How can I draw a route on a range of maps? E.g. route taken around Eaglescliffe, route Jim Jarvis would have taken from London to Stockton. **6) What features are in my local area and how can I draw them on a sketch map?**				
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	• To know what Edward Jenner did for scientific research. • **To know the conditions needed for microorganisms to grow.** • **To know that there are harmful and helpful microorganisms.** • **To know the symbols used to draw an electric circuit.** • **To know how to change circuits by adding different components and what effect this has.** • **To know that the brightness of a lamp depends on the number of lamps in a circuit or on the voltage passing through the circuit.**	**Tier 2 words** Eradicate Conditions Enquiry/research Component Variables Predict **Tier 3 words** Vaccination Scientific enquiry Scientific evidence Microorganisms Smallpox Circuit diagram Electricity symbols Causal relationships Simple and parallel circuits	**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** **Book: Science through stories: The story of Edward Jenner** **Cover a STEM career - Dr Furukawa:- Does research and experiments and teaches science students - Teesside University Microbiologist** **Explorify – Who Is? Michael Sulu/ PSTT: A Scientist Just Like Me. Michael Sulu – Biochemical Engineer – Video** **Explorify – Who Is? Alexander Fleming**. Good bacteria vs bad bacteria Research into Edward Jenner's cowpox experiment and vaccination. **Focus Skill:** Asking questions Yeast investigation. Investigate the conditions needed for microorganisms to grow. Fair testing to be considered and predictions about conditions needed. **Focus Skill:** Setting up tests, Making predictions Teacher TV Teachers TV: Bugs **Electrical Circuits** **Cover a STEM career - Explorify – Who Is? Haydn Francis** **Staff shared/STEM Person of the Week/Great science share - Nathaniel Fernades** **British Science Week – Smashing Stereotypes – Motorsports Skills.** 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. **Focus Skill:** Making predictions Construct a Victorian building as part of a Victorian Christmas scene (including simple circuit to add at least one bulb.)

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Art	1) To be able to develop a range of art techniques, including use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 2) To create sketch books to record observations and use them to review and revisit ideas. 3) To improve mastery of art and design techniques, including drawing and painting with a range of materials 4) To know about great artists, architects and designers in history.	**Exploring/ Evaluating and developing ideas** **Develop sketch book** To know how to use the work of an original artist to make suggestions for their own work. To know how to annotate their designs and to record their ideas to use to create a piece of art. **Drawing** To know that light reflects off objects and that shading can be used to show this. To know how to use different shading skills such as hatching, cross-hatching and stippling. To be able use their sketching skills to draw artefacts from different perpectives. **Printing** To know how to use polystyrene blocks/lino tile imprints to be able to print patterns based on Morris' work. To know how to create a mood using different colours. To know what complementary colours are. **Pattern** To know how to use repeated patterns to create their own designs based on designs of William Morris. To know about different types of patterns such as half block and dot repeat and to be able to use these to create their own patterns. **Artists** To know who William Morris was and how he used pattern to create wallpaper designs.	**Tier 2 words** Reflection Artefact Annotate Critical Mood Repeating patterns Imprints **Tier 3 words** Hatching/cross hatching Still life Shading Hues Complementary colours Polyblocks Lino tiles	**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 - Work on sustained, independent, detailed drawings - Explore the relationships between line and tone, pattern and shape, line and texture **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	**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. **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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				- 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	
DT	1)Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams. 2)To select from and use a wider range of tools and equipment to perform practical tasks accurately. 3)To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 4)Evaluate their ideas and products against their own design criteria and consider the vies of others to improve their work. 5)Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 6)Understand and use electrical systems in their products.	Design, Make And Evaluate: • **To know how to plan an idea for a winter village and to write detailed plans.** • **To know how to draw sketches to show what the finished product will look like, including cross sectional sketches.** • **To know how to join different parts of the model together effectively and securely.** • To know how to use finishing techniques so that the final product can be used for a Christmas display. • To know that evaluating a final product can lead to a better product being created next time. Electrical Systems: • **To know how to use switches and circuits to light up the model village.**	**Tier Two words** design evaluate resources precision combine product reinforce stiffen appeal appearance specification adapt finishing techniques **Tier Three words** circuit switches cross section aesthetically pleasing	**Design** • create own design criteria and specification • come up with innovative design ideas • produce a logical, realistic plan and explain it to others; be willing to refine. • use annotated sketches, cross-sectional planning and exploded diagrams • make design decisions, considering, resources • clearly explain how parts of design will work, and how they are fit for purpose **Make** • use tools/equipment with good level of precision • produce suitable lists of tools, eqpt/materials needed • select appropriate materials, fit for purpose; explain choices, considering functionality and aesthetics • create, follow, and adapt detailed step-by-step plans • explain how product will appeal to an audience • accurately measure, mark out, cut and shape components • accurately assemble, join and combine components • apply a range of finishing techniques, with increasing accuracy • use techniques that involve a number of steps • begin to be resourceful with practical problems **Evaluate** • evaluate quality of design while designing and making • keep checking design is best it can be. • evaluate ideas and finished product against specification, considering purpose and appearance	**Design** • Look at photographs from previous years of completed 'village'. • As a class, chn decide which 'buildings' will be part of their village and organise themselves into groups. One group per building. • Look at final display space and use to establish appropriate and carefully measured sizes for each part of village. Chn will need to compromise, discuss, refine. • In groups, chn draw annotated sketches and cross-section plans for their village building. This will include a circuit diagram using symbols and showing where bulbs and switches will be. • In groups and as a class, look at and discuss plans. Have resources been carefully considered? Does it adhere size-wise to class vision of completed project? **Make** • Gather tools and carefully chosen materials (some may be chn's own from home) and begin making group building. • 'Scrap' boxes may be adapted or chn may use 3D net skills (mathematics) to create carefully measured shell. • Children work collaboratively, using plan, to create group component for village. They will discuss with each other what is not working and discuss possible adaptation and improvements. • They will insert a simple circuit with bulbs and a switch, according to their plan – helping each other to solve problems inc placing switch in most accessible space. • They will consider the overall look of their model and investigate/employ a range of finishing techniques to enhance the aesthetics. **Evaluate** • The chn will put together the 'village' and assess the overall look. • Each group will talk about their element of the village – including what went well, what problems they encountered and any changes they made from the original plan. • Then there will be a general discussion about the completed project including constructive criticism. • Chn will complete a simple written evaluation supported by photographs.

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				• test and evaluate final product; explain what would improve it and the effect different resources may have had • evaluate and discuss existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose. • Talk about some key inventors/designers/ engineers/ chefs/manufacturers of ground-breaking products. **Technical knowledge-electrical systems** • think of ways in which adding a circuit would improve product • use different types of circuit in product • incorporate switch into product • confidently use number of components in circuit	