

The Victorians : Cross-Curricular Topic : Year 5/6

Computing

- 1 Understand and use search engines effectively.

- KS2 - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Science

- 1 To explore the findings of Charles Darwin and his theory of evolution by natural selection.

- Year 6 - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

DT

- 1 Find out who Isambard Kingdom Brunel was and design and make a model suspension bridge inspired by him.

- KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- KS2 - 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
- KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- KS2 - understand how key events and individuals in design and technology have helped shape the world

The Victorians

A KS2 cross-curricular topic for Year 5 and 6

History

- 1 Find out who Queen Victoria was and investigate her life and family tree.
- 2 Explore the impact that the Industrial Revolution had on the people of Britain.
- 3 Discover what was invented during the Victorian era.
- 4 Investigate what public health and medical care were like during the Victorian era.
- 5 Examine and compare the leisure activities of the Victorian era to those of modern-day life.

- KS2 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

RE

- 1 Find out who the Quakers are and what they believe.
- 2 Explore how the Quaker beliefs affected other people in the Victorian era.
- 3 Investigate how Quaker beliefs influenced how workers in factories were treated, focusing on the Cadbury family.

Music

- 1 Listen to, appraise and sing some famous Victorian music hall songs.

- KS2 - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- KS2 - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- KS2 - develop an understanding of the history of music

Geography

- 1 Investigate the countries that were part of the British Empire during the Victorian era.

- KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Art

- 1 Appreciate the artwork of the Pre-Raphaelites.
- 2 To explore the designs of William Morris.
- 3 Create artwork using the art of decoupage.
- 4 To explore the use of Victorian samplers, and use cross stitch to sew a simple design.

- KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials
- KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials
- KS2 - about great artists in history
- KS2 - about great designers in history

The Victorians

Teacher's Topic Planner

Maths

English

Science
1 Lesson

PlanBee 

History
5 Lessons

PlanBee 

Geography
1 Lesson

PlanBee 

RE
3 Lessons

PlanBee 

Computing
1 Lesson

PlanBee 

Art
4 Lessons

PlanBee 

DT
1 Lesson

PlanBee 

Languages

Music
1 Lesson

PlanBee 

The Victorians : Cross-Curricular Topic : Year 5/6

Teacher's notes:

History

Geography

RE

Art

DT

Music

Science

Computing

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HISTORY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the life of Queen Victoria.	Children start by considering what they already know about Queen Victoria. They are then given a brief overview of her life, including her early life, ascension to the throne, family life, her role as queen, the death of Prince Albert, and finally her own death in 1901. They will use what they have found out to describe Victoria's character. Children can then present what they have found out about Victoria in a variety of ways or prepare their own Queen Victoria quizzes.	<ul style="list-style-type: none"> Do children know who Queen Victoria was and why she was important? Can children describe some of the main events in the life of Queen Victoria? Can children describe what Queen Victoria was like as a person? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Quiz Template A/B (FSD? activity only) Books, access to internet, etc. (FSD? activity only)
Lesson 2	To find out what the Industrial Revolution was and how it affected Britain.	Children will find out about the Industrial Revolution and the impact it had on Britain. They will learn about some of the major changes to industry and why so many people moved from rural to urban areas during this time. They will consider ways in which the Industrial Revolution changed the lives of people in Britain, and summarise its positive and negative impacts.	<ul style="list-style-type: none"> Can children explain what the Industrial Revolution was? Can children give examples of how the Industrial Revolution affected the population of Britain? Can children identify the positive and negative effects of the Industrial Revolution? 	<ul style="list-style-type: none"> Slides Statement Cards Venn Diagram Worksheet 2A/2B Exploration Cards (FSD? activity only) Books, access to internet, etc. (FSD? activity only)
Lesson 3	To find out about important inventions of the Victorian era.	Children will discover and explore some of the key inventions of the Victorian era, including electricity, flushing toilets, cameras, telephones, bicycles and cars. They will then be challenged to identify further inventions and order them chronologically. Alternatively, they will choose one invention that they consider to be the most significant of the Victorian period, and create a presentation about it.	<ul style="list-style-type: none"> Can children name some inventions and inventors of the Victorian era? Can children use their knowledge and reasoning skills to place inventions in chronological order? Can children evaluate the importance of some of the inventions of the Victorian period? 	<ul style="list-style-type: none"> Slides Invention Cards Blank Timeline Inventions Timeline Challenge Card (FSD? activity only)
Lesson 4	To find out about health, disease and medicine in Victorian Britain.	Children will start by finding out what medical knowledge and care was like when Victoria came to the throne, and learn about some of the most prevalent diseases, including cholera. They will then find out about some of the improvements that were made thanks to the work of individuals such as Florence Nightingale, Joseph Lister and Louis Pasteur. Children are then challenged to summarise the improvements that had been made during the Victorian era.	<ul style="list-style-type: none"> Can children describe what medical care had been like before the Victorian era? Can children describe some of the ways in which medical care was improved during the Victorian era? Can children name some of the key individuals who made improvements in medical care during the Victorian era? 	<ul style="list-style-type: none"> Slides Worksheet 4A/4B/4C Challenge Cards (FSD? activity only) A3 paper (FSD? activity only)
Lesson 5	To find out what the Victorians did during their leisure time.	Children will explore various leisure pursuits of the Victorians, from seaside outings and theatre trips to sports events and zoo visits. They will consider why the Victorians had more leisure time than in previous periods in history. In their independent activities, children will compare the leisure activities of the Victorian era and those of now; discussing the similarities and differences.	<ul style="list-style-type: none"> Do children know why there was an increase in the leisure time available to people from the mid-1800s? Can children give examples of the kinds of leisure activities enjoyed during the Victorian era? Can children suggest reasons why leisure pursuits are different today? 	<ul style="list-style-type: none"> Slides Worksheet 5A/5B Leisure Activities Cards Picture Cards Challenge Cards (FSD? activity only)

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RE				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who Quakers are and what they believe.	Children will learn about the founder of the Quaker religion and the beliefs of this branch of Christianity. They will discuss the differences between Christianity during the Victorian period and the new Quaker religion. After learning about what the Quakers believe in, the children are challenged to discuss their thoughts on the religion.	<ul style="list-style-type: none"> Do children know what Quakerism is and how it began? Can children describe some of the beliefs and practices of the Quakers? Can children describe what they think of Quaker beliefs? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Information Sheet Quaker Questions sheet (FSD? activity only) Worksheet 1D (FSD? activity only) Books/access to internet, etc.(FSD? activity only)
Lesson 2	To find out about Quakers during the Victorian period and how their beliefs affected their actions.	Children investigate the jobs and businesses that were open to Quaker people. They explore how the Quakers' religious beliefs transferred to how they ran their businesses and factories. Children are challenged to make links between the Quakers' religion and how to run successful Victorian businesses.	<ul style="list-style-type: none"> Can children name some of the issues that Quakers campaigned for during the Victorian era? Do children know why so many Quaker families went into business? Can children explain how Quaker beliefs helped to build up and run successful businesses? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Leaflet Template (FSD? activity only)
Lesson 3	To find out about the Cadbury family and explore how their Quaker beliefs affected others.	Children will discover the different ways the Cadbury family were pioneers for factory workers' welfare. They will learn about how the factory owners cared for their workers in different ways such as building Bournville village for their workers to live in. The children are challenged to reflect on how these actions might have affected workers' morale and improved their lives.	<ul style="list-style-type: none"> Do children know that Cadbury's began as a Quaker business? Do children know that social justice is an important belief of the Quakers and that this influenced their business practices? Can children explain some of the ways in which the Cadbury family improved the lives of their workers? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C A3 paper (FSD? activity only)

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out which countries were part of the British Empire in the Victorian era and to be able to locate them on a world map.	Children will learn about the definition of the words 'empire', 'colony' and 'colonialism' and how Britain's empire in the Victorian period was very powerful. In their independent activities, they will locate and label the countries that were part of the British Empire in 1897.	<ul style="list-style-type: none"> Can children understand some of the reasons why Britain wanted an empire? Can children name some of the countries that were part of the British Empire during the Victorian era? Can children locate these countries on a world map? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Atlases/world maps Which Continent? Cards (FSD? activity only) Worksheet 1C (FSD? activity only)

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ART				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out who the Pre-Raphaelites were and explore their artwork.	Children will be introduced to the Pre-Raphaelites, who they were, and the reasons behind their movement away from the traditional painting techniques at the time. In their independent activities, children are encouraged to observe, discuss and share their opinions of a range of paintings, using given prompt questions.	<ul style="list-style-type: none"> Do children know what the Pre-Raphaelite movement was and who was involved in it? Can children recognise some of the characteristics of the Pre-Raphaelite movement? Can children express their own thoughts and opinions about a variety of artworks? 	<ul style="list-style-type: none"> Slides Picture Cards Question Cards A/B
Lesson 2	To explore the artwork of William Morris and the Arts and Crafts Movement.	Children will find out about William Morris and his designs. They will discuss his involvement in the Arts and Crafts Movement and how this influenced his designs for wallpaper and tapestries. Children will discover and discuss the key features of Morris's designs.	<ul style="list-style-type: none"> Can children explain what the Arts and Crafts Movement is? Do children know who William Morris was and how he influenced the Arts and Crafts Movement? Can children recreate a wallpaper pattern in the style of William Morris? 	<ul style="list-style-type: none"> Slides Motif Cards A/B Blank A4 paper, glue, coloured pencils/pens/paints Mirror Image Sheets (FSD? activity only) Mirrors (FSD? activity only)
Lesson 3	To find out about Victorian decoupage and use decoupage to create a piece of artwork.	Children are shown the art of decoupage and are able to explore the different kinds of items that Victorians used decoupage to decorate. They then have a go at decorating a chosen item of their own with decoupage.	<ul style="list-style-type: none"> Can children explain what the art of decoupage is? Can children cut out and stick down shapes with accuracy and care, thinking carefully about where different pictures should be placed? Can children evaluate their finished artwork and state what they think and feel about it? 	<ul style="list-style-type: none"> Slides Decoupage Cut-Outs sheets PVA glue Scissors Paper/card/plates/pots (or other appropriate surface) Access to internet (FSD? activity only)
Lesson 4	To explore the use of Victorian samplers, and use cross-stitch to sew a simple design.	Children first look at the importance of sewing skills in the 18th and 19th centuries. They then practise how to cross-stitch, before applying their knowledge to following or creating a simple design chart to sew a cross-stitch picture. In the alternative activity, children are challenged to design and cross-stitch their own personalised bookmark.	<ul style="list-style-type: none"> Can children explain why cross-stitch samplers were made during the Victorian period? Can children sew a cross-stitch? Can children follow or create a simple design on a chart to create a cross-stitch picture? 	<ul style="list-style-type: none"> Slides 12cm x 12cm squares of 8-count Aida fabric Stranded cotton (divisible) or Perle thread (non-divisible) Embroidery needles, scissors Cross-Stitch Help Card Design Chart Cards Blank Design Charts Letter Charts (FSD? activity only) Blank Bookmark Charts A/B (FSD? activity only) Bookmark Challenge Card (FSD? activity only) Strips of 8-count Aida, approx. 7cm x 20cm (FSD? activity only)

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COMPUTING

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to understand and use search engines effectively.	Children will think about what a search engine is, and how they work. They will find out the importance of the use of key words when searching for specific information. Children will use this knowledge to research information about a chosen famous Victorian.	<ul style="list-style-type: none"> Do children know what a search engine is? Do children have an understanding of how a search engine works? Can children choose appropriate key words to input, and assess the search results according to the specific information they are searching for? 	<ul style="list-style-type: none"> Slides Famous Victorians Question Cards Worksheet 1A/1B Charles Dickens Biography Sheet (FSD? activity only) Worksheet 1C (FSD? activity only)

SCIENCE

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore the findings of Charles Darwin and his theory of evolution by natural selection.	In this lesson, children will be introduced to Charles Darwin, and how his study of finches collected from the Galapagos Islands led to him proposing his theory of evolution by natural selection. In their independent activities, children will show and discuss their knowledge and understanding of this concept. In the FSD? activity, they will take part in a 'bird beak' investigation.	<ul style="list-style-type: none"> Do children know who Charles Darwin was? Do children recognise the contribution he made to our understanding of the natural world? Can children explain in their own words the theory of evolution by natural selection? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Bird Beak Activity Teacher Notes (FSD? activity only) Recording Sheet (FSD? activity only) Question Sheet (FSD? activity only)

DT

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To create a model suspension bridge based on the designs of Isambard Kingdom Brunel.	Children learn about Isambard Kingdom Brunel and his achievements as an engineer. They look in particular at the Clifton suspension bridge and how its design works. They are challenged to build a model of the bridge, thinking carefully about the properties of the materials they choose, and the methods of attachment they will use.	<ul style="list-style-type: none"> Can children explain what an engineer is? Do children understand how the designs of Brunel helped to shape the world? Can children design and plan a model bridge, stating what they will need and how they will achieve their design? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Selection of materials and tools (e.g. card, paper, dowelling, straws, string, lollipop sticks, glue, paper clips, sticky tape, scissors, saws, etc.) Design Ideas Cards (FSD? activity only) Worksheet 1D (FSD? activity only)

MUSIC

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To find out about the Victorian music hall and to become familiar with some music hall songs.	Children will learn about the use of music halls as places of entertainment and leisure during the Victorian period. They will listen to and appraise different music hall songs and learn them to sing and perform.	<ul style="list-style-type: none"> Do children know what music hall is? Can children recognise some popular music hall songs? Can children perform a music hall song with accuracy? 	<ul style="list-style-type: none"> Slides Music hall song recordings (not provided) Lyrics sheets