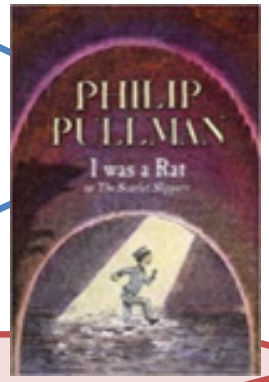
Lower Key Stage 2 — Victorians

This term's English:

'I Was A Rat' by Phillip Pullman



Session 1— Immersion Day

Children in years 3, 4 & 5 to visit a local museum and experience what it would have been like to go to school in Victorian Times.

Session 2— LO— To study the impact of significant individuals- the role of Queen Victoria in the expansion of the British Empire

How English is the English Fry Up?

Children to explore where food comes from, grasping the lasting impact of the British Empire during the reign of Queen Victoria on British Culture today.

Children will locate where ingredients of a typical 'English Fry Up' have been imported from, illustrating the spread of the Empire. Develop a sense of where different countries are.

Session 3— LO— To understand how our knowledge of the past is constructed from a range of sources.

How Great was the Great Exhibition?

Having learnt about the scope of the British Empire and the powers gained by Victoria, children to investigate how Victoria's attitudes towards the empire shaped the cultural landscape.

Children to find out about the work of the Great Exhibition through a range of sources of information.

(International imports)

Session 4 & 5— LO – To improve their mastery of art design techniques including painting.

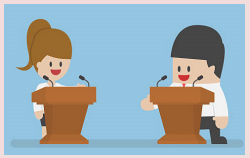
Watercolours

4) Children to study JMW Turner's sketchbook capturing the burning of the tower of London and the Houses of Parliament from 1841. Develop own watercolour techniques to recreate a similar image—colour washes.

5) Children to look at 'the four times of day' as painted by Jean-Baptiste Camille in 1858. Further develop techniques, demonstrating how finer details can be layered onto a wash.

Session 6– LO—To develop knowledge of a significant turning point in British History– The expansion of the railways.

The Coming of the Railways!



Through role-play, children will explore the 'winners' and the 'losers 'of the expansion of the British Railways . Groups will be assigned a character to explore. They will then have to conclude on how their character was affected by the coming of a railway and participate in a debate. The class will then draw on all their experiences to reach their own conclusion.

Session 7– LO—To develop an appreciation of great architects who inspire and influence us.

Architect and Engineer Isambard Kingdom Brunel

Children to explore the famous work of Isambard Kingdom Brunel on the landscape of Britain through his tunnels, bridges and railway lines.

Create own 'special edition' stamp, sketching some of his key work.

Session 8– LO—To generate, develop, model and communicate ideas through discussion and prototypes.

Can you build a strong bridge?

Children are to experiment with paper and selotape to see if they can build a strong structure. As a part of their exploration, they will draw inspiration from the shapes used by Isambard Kingdom Brunel to discover which are the strongest. They will test their theories and designs through the use of toy trains.

Session 9– To construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Can you write a better history textbook? - Follow up session from the school trip to the museum.

Children to become researchers for a new Key Stage One book that they will be writing. Look at photographs and draw on experience from the museum led session and write a report about attending a Victorian school over 100 years ago.

Session 10– To construct informed responses that involve thoughtful selection and organisation of relevant historical information.

What can Oliver! teach us about being a Victorian child?

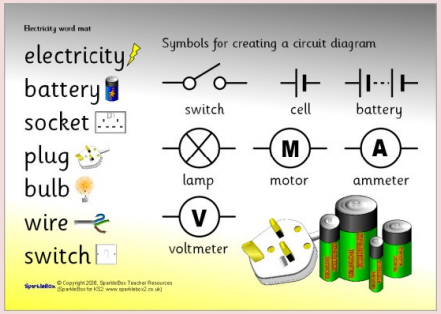
Children to compare clips from the film to illustrations from the Charles Dickens novel— What was life like for a Victorian child? Do all sources of information portray the same image? How are they the same? How are they different?

Session 11— To improve mastery of art design techniques with a range of materials– charcoal.

Could you have been a 'climbing boy'?

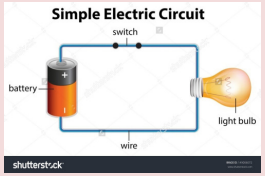
Children to look at a variety of sources about the life of a Victorian climbing boy. Use charcoal to create images of climbing boys (chimney sweeps)

Session 12— LO—To construct a simple series electrical circuit, identifying and naming the basic parts including cells, wires, bulbs, switches and buzzers.



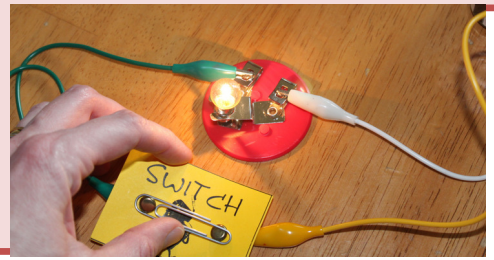
Session 13— LO—To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery .

Children to explore with equipment to build simple electrical circuits.



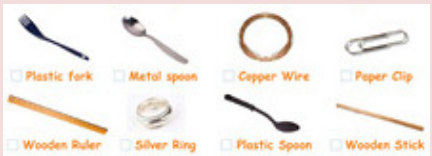
Session 14— To recognise that a switch can open and close a circuit and associate this with whether or a lamp lights in a series circuit.

Children to explore making their own circuits and build their



Session 15- LO– To recognise some common conductors and insulators and associate metals with being good conductors.

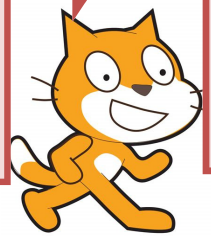
Plan and carry out own investigation to test whether a material is a good conductor or insulator of electricity. Record observations in systematic way.



Session 16— To design, write and debug programs that accomplish specific goals, including controlling.

https://barefootcas.org.uk/programme-of-study/design-programs-accomplish-specific-goals/ks2-make-a-game-project-design-write-and-debug-programs/

Using Scratch to design a game with a Victorian theme.



Session 17— To design, write and debug programs that accomplish specific goals, including controlling.

https://barefootcas.org.uk/programme-of-study/design-programs-accomplish-specific-goals/ks2-make-a-game-project-design-write-and-debug-programs/

Using Scratch to design a game with a Victorian theme.

Music— Music Express 4

Salt, Pepper, Vinegar (using voices with increasing control and expression. Also to take part in Singing Festival.

PE– Real PE Unit 1 (Year 4) - Developing personal skills.

Quick Sticks Hockey

Football

RE— Christianity: Incarnation/ What is the Trinity?

PSHE– Rights Rules and Responsibilities

French—

Rigolo 1: Unit 7—Encore

Describing people