

**Year 5 Medium Term Plan – The Victorians**

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| **Term** | Autumn 2 2024 | | |
| **Key text** | Gaslight by Eloise Williams | | |
| **Key Vocabulary** | Reign, empire, industry, workhouse, poverty, revolution, law, invention, compulsory, arthemetic, | | |
| **Ongoing objectives through this topic** | * When was the Victorian age? * Who was Queen Victoria? * What was life like for Victorian children – Schools, work, homes. * How did the creation of railways impact Britain? | | |
| **Topic curriculum coverage and content** | | | |
| **Lesson WALT** | **Subject covered within lesson** | **Curriculum content covered within lesson** | **What will this look like when it’s achieved?** |
| Lesson 1 WALT:  Understand when the Victorian Age was | History | * a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 * the changing power of Victoria * Pupils should; * continue to develop a chronologically secure knowledge and understanding of British history. * note connections, contrasts and trends over time * Develop the appropriate use of historical terms. * Address and devise historically valid questions about change, cause, similarity and difference and significance * Construct informed responses that involve thoughtful selection and organisation of relevant historical information * understand how our knowledge of the past is constructed from a range of sources. | Lesson 1 children will   * Gain an understanding of key events during the Victorian Era. * Arrange a timeline of these key events to refer back to throughout the unit. |
| Lesson 2 WALT:  Understand who Queen Victoria was | Lesson 2 children will   * understand who Queen Victoria was and her impact * Create a biography about Queen Victoria, using their computing skills. |
| Lesson 3 WALT:  Understand what the Industrial Revolution was. | Lesson 3 children will   * Learn about the Industrial Revolution. * Discuss the impact of the industrial revolution on Britain today * Look at Victorian inventions and consider how life would be today without them. |
| Lesson 4 WALT:  Understand the importance of railways to Britain | Lesson 4 children will   * Understand how the railway system impacted Victorian Britain. * Understand how the railway system impacts Britain today. * Discuss the future of the railways |
| Lesson 5 WALT:  Understand what home was like for Victorian children | Lesson 5 children will   * Learn about the home life of Victorian children * Understand how different life was for rich and poor children |
| Lessons 6 WALT:  Understand what school was like for Victorian children | Lesson 6 children will   * Learn about typical school day for Victorian life |
| Lesson 7 WALT:  Experience a typical day in a Victorian child’s life | History – Victorian Day (VISIT) | Children will experience a typical Victorian school day. They will also have the opportunity to play with traditional toys from the Victorian Age. |
| Lesson 8 WALT:  Understand what work was like for Victorian children | History | Lesson 8 children will   * Understand that some Victorian children worked. * Understand the different types of work that Victorian children undertook. |
| **Discrete Teaching** | | | |
| **Lesson WALT** | **Subject covered** | **Curriculum content covered within unit** | **What will this look like when it’s achieved?** |
| Lesson 1 WALT:  Describe the planets in the solar system. | Science  Earth and space | **Pupils should be taught to:**   * describe the movement of the Earth, and other planets, relative to the Sun in the solar system * describe the movement of the Moon relative to the Earth * describe the Sun, Earth and Moon as approximately spherical bodies * use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky.   Pupils will learn that the Earth is part of the solar system and that the Sun is at the centre of that system. They will learn the names of the other planets (based on their distance from the Sun) and be able to describe the movement of Earth (and other planets) in relation to the Sun. Children will discover why there is day and night on Earth and relate this to time. They will plan an investigation to answer the question - what happens to the Sun during the daytime?  Children will also gain an understanding of the phases of the Moon and be able to describe the Moon’s movement in relation to the Earth.  Investigate and understand the life and work of Stephen Hawkins (black holes) and Margaret Hamilton – mission control to the moon.    Science investigations  Secondary sources, pattern seeking, changes over time.  Key Vocabulary  orbit – the rotation that one body in space takes around another when under gravitational influence  axis – an imaginary line going through a central body that most bodies in space rotate around  day – length of time the Earth takes to rotate on its axis once  month – the length of time the Moon takes to complete one orbit around the Earth (not exactly equal to a calendar month)  planet – a non-luminous body that orbits a star  solar system – the name given to the Sun and all the bodies orbiting around it  year – the period the Earth takes to complete one orbit of the Sun  gravity – the force of attraction between two masses | Lesson 1 children will   * Be able to name the planets in the solar system based on their distance from the Sun. * Understand that the Sun is a star (not a planet). * Know some facts about a chosen planet. |
| Lesson 2 WALT:  Describe the Sun, Earth and Moon as approximately spherical bodies. | Lesson 2 children will   * Be able to describe the Earth as a spherical body. * Understand how it was discovered that the Earth was round and not flat by the Greek philosopher Aristotle. |
| Lesson 3 WALT:  Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. | Lesson 3 children will   * Be able to describe the movement of the Earth, and other planets relative to the Sun. * Understand that a year is the amount of time it takes for a planetpri to orbit the Sun once, and it is different for each planet. * Complete a maths activity that links to the time taken for each planet to orbit the Sun. |
| Lesson 4 WALT:  Describe the movement of the Moon relative to the Earth. | Lesson 4 children will   * Be able to describe the movement of the Moon in relation to the Earth. * Learn that the Moon is the largest object that orbits the Earth and that we only see one side of the Moon from Earth. * Complete the challenge activity, will research facts about the Moon. |
| Lesson 5 WALT:  Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the Sun across the sky. | Lesson 5 children will   * Be able to explain why there is day and night on Earth. * Work in groups to plan a fair investigation to answer the question – What happens to the Sun during the day? * Make predictions and draw conclusions using scientific knowledge gained in the lesson. |
| Lesson 6 WALT:  Describe the movement of the Moon relative to the Earth. | Lesson 6 children will   * Be able explain why the Moon appears to change shape. * Describe the movement of the Moon relative to Earth and name some of the phases of the Moon. |
| Lesson 7 WALT:  Investigate the life of Stephen Hawkins and or Margaret Hamilton (research project).  **Germinid meteor shower 14th December.** | Lesson 7 children will   * Learn about the work of Stephen Hawkins and Margaret Hamilton and document their knowledge. |
| Lesson 8 WALT: | Lesson 8 children will |
|  | Art and Design |  |  |
| Lesson 1 WALT: research current projects to create a design criteria | Moving Christmas card |  | Lesson 1 and 2 children will   * Research what makes a good product and develops their own design criteria with less support * Think carefully about what would improve a product * Evaluate existing products thinking about how the product would have changed if different resources were used |
| Lesson 2 WALT: research the best materials for a moving Christmas card | Lesson 2 children will   * Explains how parts of a product are fit for purpose * Selects appropriate and precise resources to construct |
| Lesson 3 WALT: design and plan a moving Christmas card | Lesson 3 children will   * Selects materials carefully considering intended outcome * Ensure product is strong and fit for purpose * Create designs and plans using annotations on exploded diagrams showing equipment and tools * Makes and explains design decisions based on the availability of resources |
| Lesson 4 and 5 WALT:  Create a moving Christmas card | Lesson 4 and 5 children will   * Follow a detailed, step by step plan * Be mainly accurate when they measure, mark out, cut, shape, combines and assemble * Use gears to create movement (link to science forces) |
| Lesson 6 and 7 WALT:  Evaluate our designs and improve. | Lesson 6 and 7 children will   * Evaluate and test their own product against specification considering purpose and appearance * Refies product after testing considering aesthetics and functionality * Begins to think about how they can solve problems |
| Lesson 1 WALT:  understand what a search engine is and how to use it.  DEVICES NEEDED | **Computing**  Computing systems and networks: Search engines | * Developing searching skills to help find relevant information on the internet. * Learning how to use search engines effectively to find information, focus on keyword searches and evaluate search returns. * Learn about different forms of communication that have developed with the use of technology. * Recognising that information on the Internet might not be true or correct and learning ways of checking validity.   **National curriculum:**   * use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | Lesson 1 children will   * Explain what a search engine is * Use a search engine to navigate the web * Suggest key words for searching |
| Lesson 2 WALT:  be aware that not everything online is true.  DEVICES NEEDED | Lesson 2 children will   * Recognise that not everything online is true * Understand anyone can create a website * Suggest ways of checking validity |
| Lesson 3 WALT:  search effectively.  DEVICES NEEDED | Lesson 3 children will   * Understand the importance of using keywords when searching for information. * Use the acronym TASK (Title, Author, Summary, Kids) |
| Lesson 4 WALT:  create an informative poster.  DEVICES NEEDED | Lesson 4 children will   * credit people for information, images and videos they use. * Consider fair use * include a title and at least five facts. |
| Lesson 5 WALT:  understand how search engines work. | Lesson 5 children will   * Understand the role of a web index * Explain what web crawlers are * Discuss page rank |
| Lesson 1 WALT:  Retrieval: five fingers of faith (Hinduism) | RE  Hinduism and Christianity | **Substantive Strands of Learning**   * Belonging * Sacred and special * Creation * Community   **Hinduism**  **Enquiry Questions:**  - How does the story of Prahlad and Holika explain why we celebrate Holi?  What does the story of Svetaketu teach us?    **Key vocabulary**: pilgramage, tradition, ganges, sacred, Bindi, Niyam, Brahman, Svetakeyu, Holi, Vishnu, Prahlad and Holikia  **Christianity**  **Enquiry Questions:**  Why do Christians celebrate Christmas?  **Key vocabulary**:  Church, worship, pew, altar, font, pulpit, Christain, cross, God, Bethlem and Nazareth. | Lesson 1 children will   * Learn about Hinduism. * Learn about the followers of Hinduism. * Discover who founded Hinduism and who the highest God in Hinduism is (Brahman). * To name the place of worship for Hindus. * Identify the Hindu holy book. * To know that Hindus celebrate Diwali (direct link to calendar). |
| Lesson 2 WALT:  Understand what it means to be Hindu in everyday life | Lesson 2 children will   * Learn that Hindus pray three times a day and shower first as a sign of respect. * Understand why some people wear a bindi and what this represents. * Discover why some Hindus are vegetarian and take a vow called Niyam as they want to lead a pure life. * Understand why Hindus visit the mandir regularly. |
| Lesson 3 WALT:  Explain the meaning of the word pilgrimage and the role of pilgrimage in Hinduism. | Lesson 3 children will   * Understand that a pilgrimage is a sacred journey, taken for a spiritual purpose. * Understand where Hindus travel to on their pilgrimage and the ritual they undertake on their arrival. |
| Lesson 4 WALT:  Explain what the story of Svetaketu teaches Hindus about Brahman. | Lesson 4 children will   * Understand that Hindus believe that Brahman is everywhere, even though he cannot be seen. |
| Lesson 5 WALT:  Retell the story of Holika and Prahlad and link this to the Holi festival (part 1) | Lesson 5 children will   * Learn about the story of Holika and Prahlad.  |  | | --- | | There was a king who had a son called Prahlad.  The King wanted everyone to worship him. Prahlad refused so the king wanted him killed. He threw him in to a pit of snakes. Prahlad prayed to Vishnu and was saved.  He threw him under elephants. Prahlad prayed to Vishnu and was saved.  Prahlad’s aunt (Holika) tricked him to sit on a pile of logs for burning. Lord Vishnu saved Prahlad and the aunt was burned instead.  Prahlad thanked Vishnu for saving his life. | |
| Lesson 6 WALT:  Retell the story of Holika and Prahlad and link this to the Holi festival (part 2) | Lesson 6 children will   * Learn about the Holi festival * Link the story of Holika and Prahlad to Holi (story symbolises victory of good over evil). |
| Lesson 7 WALT:  Consolidate learning on Hinduism. | Lesson 7 children will   * Choose an area of Hinduism that they have been interested in. * Develop a research project to teach younger children about their findings. |
| Lesson 8 WALT:  Christmas story (Christianity links) |  |  | Lesson 8 children will   * Retell the Christmas story. |
| Lesson 1  WALT: sing and maintain an independent part with increasing awareness of other parts. | Music | * Sing and maintain an independent part with increasing awareness of other parts. * Experiment and perform sounds made by voice. * Follow and perform a vocal piece using a graphic / notated score. * Comment on own and other people’s performances using yr 5 vocabulary. * Know that songs can be notated using graphic or standard notation * Begin to know the names of the notes on the treble clef stave * Know the meaning of the following vocabulary: | Lesson 1 children will   * Learn a simple 3 part harmony for a traditional African lullaby * consider how to use their voices together to create the soothing, calm mood that a lullaby requires. |
| Lesson 2  WALT: interpret the melody shape of a song in a graphic score format. | Lesson 2 children will   * learn the main 2 parts of a ‘Call and response’ song called ‘Halima Pakasholo’ * consider how they need to use their voices differently to last week’s song, focusing on clear rhythm and diction * use graphic scores to support their understanding of the pitch shape. |
| Lesson 3  WALT: experiment and perform sounds made by our voice. | Lesson 3 children will   * continue to work on learning the call and response song ‘Halima Pakasholo’, adding a ‘response harmony’ part and also a beatboxing accompaniment. * add dynamic changes to vary their performance and record this to look back on in lesson 6 |
| Lesson 4  WALT: sing and maintain an independent part with increasing awareness of other parts. | Lesson 4 children will   * be introduced to the genre of spirituals and will focus on learning ‘Deep down in my Soul’, looking at the bass line and main melody parts first. * Discuss how best to capture the mood of the song and the similarities and differences between this and the previously learnt 2 songs. |
| Lesson 5  WALT: sing and maintain an independent part with increasing awareness of other parts. | Lesson 5 children will   * learn the counter melody part for ‘Deep down in my Soul’ and combine all 3 parts together to create a performance. * Create an arrangement of the performance in groups. * The performance(s) will be recorded to watch in lesson 6. |
| Lesson 6  WALT: comment on my own and other people’s performances using Yr 5 vocabulary learnt | Lesson 6 children will   * perform all 3 (or a selection of the 3) songs to the class. * watch the recorded performances from the previous sessions and self and peer assess. * share feedback comments. * complete a Glossary Activity which assesses their understanding of the musical vocabulary used in this unit of work. |
| **Year 5 – French** | French | All about ourselves   * All about ourselves * Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words * Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions * Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun * Create his/her own sentences using knowledge of basic sentence structure * Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation |  |
| Lesson 1 WALT:  The body | Lesson 1 children   * can name different parts of the body. * can join in or respond when someone speaks to me. |
| Lesson 2 WALT:  What do I look like | Lesson 2 children   * can describe myself. * can put the adjective after the noun. * can make the noun and adjective ‘agree’. * can make an adjective plural if necessary. |
| Lesson 3 WALT:  What are you doing | Lesson 3 children   * can ask what someone is doing. * can say what I am doing. * can identify a range of verbs. |
| Lesson 4 WALT:  Fashion | Lesson 4 children   * can write sentences in the third person (he and she). * can add detail to a description of someone’s clothes with a colour adjective. * can make the adjective and noun ‘agree’. |
| Lesson 5 WALT:  How are you feeling | Lesson 5 children   * can ask how someone is feeling. * can recognise written masculine/feminine adjectives. * can listen to and repeat a word carefully. * can say how I am feeling using an emotion word. |
| Lesson 6 WALT:  What’s the matter | Lesson 6 children   * can follow a simple story. * can join in with repeated phrases. * can recognise known words and use them to help with new language. * can ask and answer questions about health. |
| **Year 5 – TEAM** | PSHE – Britain | * Talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people * Explain what a community is and what it means to belong to one * Explain why and how laws are made and identify what might happen if laws are broken * Discuss the terms democracy and human rights in relation to local government * Discuss the terms democracy and human rights in relation to national government * Investigate what charities and voluntary groups do and how they support the community | **Year 5 –** |
| Lesson 1 WALT:  Identities | Lesson 1 children   * can explore national statistics. * can discuss how to show respect to others who are different to me and why this is important. * can talk about how they feel in different situations. |
| Lesson 2 WALT:  Communities | Lesson 2 children   * can talk about what a community is. * can identify who makes a community. * can discuss how the actions of people affect the community they are a part of. * can think of ways I can make a positive contribution to my community. |
| Lesson 3 WALT:  Respecting the law | Lesson 3 children   * can explain what laws are. * can talk about how laws help me. * can discuss images which show anti-social and aggressive behaviour and their consequences. * can write a Beginner’s Guide to British Law. * can think about what society would be like if we didn’t have laws. |
| Lesson 4 WALT:  Local government | Lesson 4 children   * can talk about what local government is. * can talk about what local government does. * can explain how local government works. * can think about how local government affects me and how I could become involved in it. |
| Lesson 5 WALT:  National government | Lesson 5 children   * can talk about what national government is. * can talk about what national government does. * can explain how national government works. |
| Lesson 6 WALT:  Making a difference | Lesson 6 children   * can explore the roles of different community charities and  voluntary groups. * can recognise that people in my community might have different  needs to me. * can think about how I could support local charities and  voluntary groups. |
| **Year 5 – PE**  **Basketball** | | Lesson 1 WALT:  Develop ways to move the ball and apply them to different situations  Lesson 2 WALT: Develop movement skills to lose a defender in different situations  Lesson 3 WALT:  Communicate with my team, move into space and take the ball towards the goal  Lesson 4 WALT:  Defend an opponent and know when to try to intercept  Lesson 5 WALT:  Develop shooting and explore when to pass, dribble or shoot.  Lesson 6 WALT:  Use and apply skills, principles and tactics to a game situation | |