



Year 5 Medium Term Plan – The Victorians

Term	Autumn 2 2025		
Key text	Gaslight by Eloise Williams. A Christmas Carol (Real Reads)		
Key Vocabulary	Reign, empire, industry, workhouse, poverty, revolution, law, invention, compulsory, arithmetic,		
Key Thread	When: Events. Timeline. What: Industrial Revolution and Monarchy Who: Key players, engineers, Artists, authors. How: Impact on society from shift and change. What are the consequences of the Victorian Era on Britain today.		
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?
<u>Key Learning Area 1</u> <u>When was the Victorian Era and what were the key events</u>	History	A chronologically secure knowledge and understanding of British history.	Children will be able to: <ul style="list-style-type: none">Discuss who was the MonarchResearch and record key event chronologically
<u>Key Learning Area 2</u> <u>The Industrial Revolution</u>		Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed	Children will be able to: <ul style="list-style-type: none">tell you different ways Industrial Revolution changed British Societydraw reference to the Roman Impact on Britain compared to the Victorianuse references from paintings, images and letters to draw conclusions what it was like to live in Britain as this timemake connections on how I.R. has impacted on Britain in 2025

<u>Key Learning Area</u> <u>3</u> <u>Impact on</u> <u>society from the</u> <u>Industrial</u> <u>Revolution</u>		Impact of change in terms of movement and displacement. Research and use evidence to Philanthropy	Children will: <ul style="list-style-type: none"> discuss the movement from agriculture to industry name key industrialists and engineers compare and contrast daily life what it was like to live in Britain at this time POOR/RICH child draw conclusion using evidence from paintings, images and books name key authors, artists, philanthropists.
Experience a typical day in a Victorian child's life	History – Victorian Day (VISIT)	They should understand how our knowledge of the past is constructed from a range of sources.	Children will: <ul style="list-style-type: none"> attend a Victorian class play with Victorian toys similarities and differences
<u>Key Learning Area</u> <u>4</u> <u>What are the</u> <u>consequences of</u> <u>the Victorian Era</u> <u>on Britain today?</u>	History	Critical thinking.	Children will <ul style="list-style-type: none"> discuss one event that they believe changed our history today within the context looking at Britain today. What if question.
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 Sun, Earth and Moon and how they move together	Science	<ul style="list-style-type: none"> 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 Find things out using a wide range of secondary sources of information 	The children will : <ul style="list-style-type: none"> Discuss what they know about the universe. Discuss if that has always been the same – investigate what has changed Define these words - celestial body ,Earth ,moon , orbit, planet , satellite

		<ul style="list-style-type: none"> • Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings. • Investigate and understand the life and work Margaret Hamilton – mission control in the journey to the moon and Stephen Hawkins – work on Black holes 	<ul style="list-style-type: none"> - Understand the movement from geocentric to heliocentric ideas. - Discuss that scientific evidence can be used to support or refute ideas or arguments. <p>The children will :</p> <ul style="list-style-type: none"> - Retrieve definitions from last week - Learn the planet names and order and the order of the planets from our sun <p><u>The Planets of our Solar System Song (featuring The Hoover Jam) (Original)</u></p> <ul style="list-style-type: none"> - Discuss how scientific ideas change – Pluto is no longer considered a planet. - Investigate one of the planets in our solar system – create a fact file - Create questions on the planet investigated - Answer questions on a planet investigated by another - Planet quiz
Lesson 3 WALT: Understand how night and day occurs			<p>The children will :</p> <ul style="list-style-type: none"> - Look at a concept cartoon of day and night - Discuss ideas about day and night - Take part in demonstrations of how day and night occur - Record ideas using diagrams and words.

<p>Lesson 4 WALT: explain and justify our ideas using a variety of methods.</p>		<p>Revisit the concept cartoon of day and night and see if ideas have changed.</p> <p>The children will :</p> <ul style="list-style-type: none"> - create a presentation to show others how this works - With a partner create a presentation to show others about the occurrence of day and night - Show another pair and give feed back on clarity and use of vocabulary. <p>Act on feed back and try to improve their presentation.</p>
<p>Lesson 5 WALT: Understand how time zones work internationally</p>		<p>The children will :</p> <ul style="list-style-type: none"> - Look at time zones around the world and link this to the rotation of the earth - Use information to find times zones across the planet - Solve puzzles using this investigatory skill. - Paired quiz to challenge skills
<p>Lesson 6 WALT: Understand the movement of the moon relative to the earth.</p>		<p>The children will :</p> <ul style="list-style-type: none"> - Discuss how the moon 'changes' - Clarify how we see the moon - describe what artificial satellites are, what they are used for and the dangers of space junk - describe the movement of the Moon relative to Earth. - identify and describe the phases of the Moon.

<p>Lesson 7</p> <p>WALT Investigate and understand the life and work of famous scientists related to space.</p>			<p>The children will :</p> <ul style="list-style-type: none"> - Read information about Stephen Hawkins and find key facts about his life. - Investigate Margaret Hamilton – what did she do? Why was her work so important and outstanding? - If you could ask one of these scientists 3 questions what would you ask and why?
	Art and Design	-	
<p>Lesson 1 WALT: research current projects to create a design criteria</p>	Moving Christmas card		<p>Lesson 1 and 2 children will</p> <ul style="list-style-type: none"> - 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
<p>Lesson 2 WALT: research the best materials for a moving Christmas card</p>			<p>Lesson 2 children will</p> <ul style="list-style-type: none"> - Explains how parts of a product are fit for purpose - Selects appropriate and precise resources to construct
<p>Lesson 3 WALT: design and plan a moving Christmas card</p>			<p>Lesson 3 children will</p> <ul style="list-style-type: none"> - Selects materials carefully considering intended outcome

			<ul style="list-style-type: none"> - 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			<p>Lesson 4 and 5 children will</p> <ul style="list-style-type: none"> - 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.			<p>Lesson 6 and 7 children will</p> <ul style="list-style-type: none"> - 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:	Computing	<ul style="list-style-type: none"> - Developing searching skills to help find relevant information on the internet. 	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> - Explain what a search engine is

understand what a search engine is and how to use it. DEVICES NEEDED	Computing systems and networks: Search engines	<ul style="list-style-type: none"> - 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. <p>National curriculum:</p> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Understand the role of a web index - Explain what web crawlers are - Discuss page rank
Key Learning	Subject covered within learning Christianity RE Subject covered within learning	Curriculum content covered within learning	<ul style="list-style-type: none"> - What will this look like when it's achieved?
Recap 5 fingers of faith Christianity Explain what forgiveness means to Christians		Forgiveness is an intentional decision to let go of anger and resentment, and to accept that something has happened while no longer feeling hurt or wanting to punish the offender. -	Children will – <ul style="list-style-type: none"> - Revisit 5 fingers of faith for Christianity - Discuss the meaning of forgiveness

			<ul style="list-style-type: none"> - Share when they have forgiven someone, was it hard, what did you do?
To understand Christians believe people sin and they pray to God to ask for forgiveness		<p>The story of Adam and Eve recognises 'the fall' and gives an explanation about why things go wrong in the world.</p> <ul style="list-style-type: none"> - When people sin they are separated from God and do bad things. Christians pray to God to ask for forgiveness for their sins. 	<p>Children will –</p> <ul style="list-style-type: none"> - Hear and discuss the story of Adam and Eve understand that this shows Christians that things may go wrong. - Discuss what people do when they pray – create a prayer
Recognise the Holy Trinity Symbols and understand what this means to Christians.		<p>Holy Week is the period of time from Palm Sunday until Jesus' resurrection on Easter Sunday.</p> <p>Jesus appeared to his disciples a number of times before he ascended into heaven.</p> <p>The Holy Spirit was sent to the disciples to help them to continue Jesus' work and spread His message around the world.</p> <p>The Holy Spirit is represented in the Christian Church through different symbols.</p> <ul style="list-style-type: none"> - 	<p>Children will –</p> <ul style="list-style-type: none"> - Discuss the Holy trinity symbols - Investigate what each symbol means - Sketch the symbols <p>Matching symbols and meaning challenge.</p>

To describe the traditions of lent		<p>During lent Christians pray for others in need.</p> <p>Fasting - Christians give up something to show they are thinking of the sacrifice Jesus made.</p> <ul style="list-style-type: none"> - Almsgiving – show love for others by helping. Donate money or volunteer for charities. 	<p>Children will –</p> <ul style="list-style-type: none"> - Discuss if they take part in traditions of Lent - Watch and discuss the story behind Lent Jesus in the desert for 40 days <p>Record how people take part in lent-spider diagram.</p>
Pentecost		<p>After rising from the day, Jesus stayed with friends and family for forty nights and then ascended to Heaven.</p> <p>Jesus' disciples would meet to pray and talk about Jesus.</p> <p>One day there was a mighty gush of wind and a fire appeared.</p> <p>The flames rested above the disciples' heads.</p> <p>The disciples realised they could speak different languages.</p> <p>They prayed to God and gave thanks in their new languages.</p> <p>Peter spoke to the crowd that had gathered and explained that they had been blessed with The Holy Spirit.</p> <ul style="list-style-type: none"> - That day, 300 people were baptised and received The Holy Spirit. 	<p>Children will –</p> <ul style="list-style-type: none"> - Understand the story of Jesus rising from the dead and staying with his family and friends for 40 days (identify this links back to 40 days of Lent) - Flames rose from the disciples head and the disciples could speak different languages so God's word could be spread. <p>Order the sequence of events during Pentecost</p>
<u>Lesson 8 WALT:</u> Christmas story (Christianity links)			<p>Lesson 8 children will</p> <ul style="list-style-type: none"> - Retell the Christmas story.
<u>Lesson 1</u> WALT: sing and maintain an	Music	<ul style="list-style-type: none"> - Sing and maintain an independent part with increasing awareness of other parts. - Experiment and perform sounds made by voice. 	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> - Learn a simple 3 part harmony for a traditional African lullaby

<p>independent part with increasing awareness of other parts.</p>		<ul style="list-style-type: none"> - 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: 	<ul style="list-style-type: none"> - consider how to use their voices together to create the soothing, calm mood that a lullaby requires.
<p><u>Lesson 2</u> WALT: interpret the melody shape of a song in a graphic score format.</p>			<p>Lesson 2 children will</p> <ul style="list-style-type: none"> - 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.
<p><u>Lesson 3</u> WALT: experiment and perform sounds made by our voice.</p>			<p>Lesson 3 children will</p> <ul style="list-style-type: none"> - 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
<p><u>Lesson 4</u> WALT: sing and maintain an independent part with increasing awareness of other parts.</p>			<p>Lesson 4 children will</p> <ul style="list-style-type: none"> - 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.
<p><u>Lesson 5</u></p>			<p>Lesson 5 children will</p>

<p>WALT: sing and maintain an independent part with increasing awareness of other parts.</p>		<ul style="list-style-type: none"> - 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. 	
<p><u>Lesson 6</u></p> <p>WALT: comment on my own and other people's performances using Yr 5 vocabulary learnt</p>		<p>Lesson 6 children will</p> <ul style="list-style-type: none"> - 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. 	
<p>Key Learning</p> <p>The Body</p>	<p>Subject covered within learning</p> <p>French</p> <p>All about ourselves</p> <p>Subject covered within learning</p>	<p>Curriculum content covered within learning</p> <p>Investigate using a dictionary to translate words linked to the body</p> <ul style="list-style-type: none"> - Ask and respond to questions using new vocabulary <p>Learn masculine and feminine for my mon / ma</p> <ul style="list-style-type: none"> - Ask and respond to questions using new vocabulary - Recap colour adjectives - Learn new vocabulary - Meet plural nouns - correctly place an adjective in a sentence - describe hair and eyes in French using adjective - Learn a range of verbs in the first person - Use verbs to describe a range of classroom activities. <p>Understand when je becomes j' with a vowel</p> <p>Curriculum content covered within learning</p>	<p>What will this look like when it's achieved?</p> <p>The children will :</p> <ul style="list-style-type: none"> - Discuss how we find out new words in French – Google translate and before - Investigate using a French dictionary to find the meaning of body parts - Learn 6 body parts and label on a picture.
<p>The Body</p>		<p>The children will :</p> <ul style="list-style-type: none"> - Use new vocabulary from last week within sentences - Ask questions starting Ou est votre? 	

			<ul style="list-style-type: none"> - Reply with here is my Voici mon/ ma -
What Do I Look Like?			<p>The children will :</p> <ul style="list-style-type: none"> - Recap adjectives in French - Ask and respond to C'est de quelle couleur ? - .meet words for hair and eyes - Meet the plural of the les
What Do I Look Like?			<p>The children will :</p> <ul style="list-style-type: none"> - Recap colours and features from previous week - Respond to questions in sentences - Understand positioning of adjectives after a noun - Create sentences using adjectives
What Are You Doing?			<p>The children will :</p> <ul style="list-style-type: none"> - Learn a range of verbs in the first person linked to class room activities. - Use the correct form of je or j' linking to a vowel or consonant sound . -
Year 5	<u>PSHE – Britain</u>	<ul style="list-style-type: none"> - 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 	<p>Year 5 –</p> <p>Lesson 1 children</p> <ul style="list-style-type: none"> - 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. <p>Lesson 2 children</p>
Lesson 1 WALT: Identities			
Lesson 2 WALT: Communities			

		<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - can talk about what national government is.

			<ul style="list-style-type: none"> - can talk about what national government does. - can explain how national government works.
Lesson 6 WALT: Making a difference			<p>Lesson 6 children</p> <ul style="list-style-type: none"> - 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.
Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
Lesson 1 WALT work in unison and develop ideas around a theme. (miners)	PE Dance Victorians	<ul style="list-style-type: none"> - develop flexibility, strength, technique, control and balance - perform dances using a range of movement patterns - compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>The children will :</p> <ul style="list-style-type: none"> - warm up using high and low actions - Discuss what mining is, its purpose and how you enter and leave a mine . - Whole class opening – lowering down into the mine –unison - practise and improve bending / balancing - Discuss conditions in a mine – drawers trappers and putters - Groups of 3 develop short dance based on mining actions – consider the view point of the audience - Cool down – arm stretch , side stretch and neck stretch
Lesson 2 WALT : combine small group work with movements in unison			<p>The children will :</p> <ul style="list-style-type: none"> - Warm up using some actions from last week - Revisit dance start entering the mine and then small group composition

<p>with an awareness of the audience (miners)</p>		<ul style="list-style-type: none"> - Improve dance by considering the audience performance. - Develop a dance ending with a mine disaster
<p>Lesson 3 WALT link movements to the beat in music (workers)</p>		<p>The children will :</p> <ul style="list-style-type: none"> - Warm up – range of movements, using tired expressions - Combine movements as individuals into first phrase – low dynamics but strong and robotic - Partner work based on worker actions – test memory of the phrase. - Revisit phrase 1 and 2 - Cool down repeat actions getting slower and slower then slump to a stop
<p>Lesson 4 WALT create a paired phrase and give positive feedback (workers)</p>		<p>The children will :</p> <ul style="list-style-type: none"> - Revisit phrase 1 and 2 from previous lesson - In pairs improvise worker movements - Combine 4 movements to beats of 4 - Practise and then perform to another pair - Give positive feedback and a step to improve - Combine phrases 1 , 2 and paired work - Cool down repeat movements getting slower and slower – grind to a halt.
<p>Lesson 5 WALT show a powerful attitude within movements (Masters)</p>		<p>The children will :</p> <ul style="list-style-type: none"> - Warm up – range of movements, proud expression - Combine movements as individuals into first phrase –high- strong precise actions and prod expressions - In pairs improvise master movements - Combine 4 movements to beats of 4 – test memory of the phrase. - Revisit phrase 1 - Cool down repeat actions from phase 1 but in reverse – v slowly

<p>Lesson 6</p> <p>WALT give a positive step forwards and act upon a step forwards we are given (Masters)</p>		<p>The children will :</p> <ul style="list-style-type: none"> - Warm up- Revisit phrase 1 from previous lesson - Revisit improvised phrases show another pair and give positive feed back and a step forwards. - Learn phrase 2 using imagined prop - Give positive feedback and a step to improve - Combine phrases 1 , 2 and paired work - Cool down repeat actions from phase 2 but in reverse – v slowly .
<p>Lesson 7</p> <p>WALT perform as a class</p>		<p>The children will :</p> <ul style="list-style-type: none"> - Warm up - Revisit performances from previous lessons and combine - Improving presentation and awareness of the audience - Use relevant facial expressions to enhance performance - Use the music to support timing of movements. - Cool down – children choose favourite actions from the combined dance and freeze frame.
<p>Lesson 8</p> <p>WALT perform to an audience feeling confident</p>		<p>The children will :</p> <p>Warm up revisit phrases 1 and 2 from miners than 1 and 2 from workers and then masters</p> <p>Perfrom the dance through – give and act on feed back</p> <p>Perform again – focus on expressions in dance and before a performance.</p>

