

Session	<u>National Curriculum objective</u> Children are to learn about:	Activity.
		Class reader- Street Child by Berlie Doherty Writing based on Street Child and Victorian topic
1	History	
2-4	History- the lives of significant individuals in the past who have contributed to national and international achievements. History- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Who was Queen Victoria and what was it like to live in these times? Children to independently devise questions and research about the life of Queen Victoria and living during this period. Then to write a non-chronological report based on findings.
5	History- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world	Famous Inventions during the Victorian Period
6	History- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world History- a significant turning point in British history, for example, the first railways or the Battle of Britain	The Industrial Revolution
7	Local History-know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Local History- a significant turning point in British history, for example, the first railways or the Battle of Britain	Local Victorian History- The Introduction of the Railway
8	History- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales History- 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	What was life like for working children during the Victorian period?
9	History- significant historical events and people.	Who is Lord Shaftesbury and how did he improve the lives of children?
10	History- gain historical perspective and understanding by contrasting against then and now and having the ability to	What was Victorian school like? How does it compare to school today?

	compare to different civilisations and periods of time previously learnt. Also, having the ability to create historically valid questions and empathy towards these periods of time.	
11	History- gain historical perspective and understanding by contrasting against then and now and having the ability to compare to different civilisations and periods of time previously learnt. Also, having the ability to create historically valid questions and empathy towards these periods of time.	What clothes did they wear during the Victorian Era?
12	History- gain historical perspective and understanding by contrasting against then and now and having the ability to compare to different civilisations and periods of time previously learnt. Also, having the ability to create historically valid questions and empathy towards these periods of time.	What was crime and punishment like?
13-14	<p>Art- to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Art- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Art- to learn about great (local) artists.</p> <p>Local History- significant historical events, people and places in their own locality</p>	To sketch and paint one of McKenzie Thorpe's railway posters highlighting the significance of the introduction of the Railway.
	Local History- significant historical events, people and places in their own locality.	<p>Beamish Trip-</p> <p>Primary Source- Children to experience a working Victorian village in the local area.</p> <p>Workshops which will be undertaken on the day:</p> <p>Victorian School</p> <p>Murder Mystery (Crime and Punishment)</p>