

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

## Computing

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|---|---|
| 1 | Plan and create a multimedia presentation about a particular aspect or aspects of Victorian lifestyles. |
| 2 | Use word processing to create a biography of a famous Victorian person.                                 |

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

## DT

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|---|--|
| 1 | Find out who Isambard Kingdom Brunel was and design and make a bridge inspired by him. |
| 2 | Design, make and evaluate a traditional Punch and Judy puppet.                         |

- KS2 - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- 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
- KS2 - apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## 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 different leisure activities of rich and poor Victorian people. |

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

## RE

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|---|--|
| 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

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

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

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|---|---|
| 1 | Explore the artwork of the Pre-Raphaelites and create work inspired by them.  |
| 2 | Investigate the Arts and Crafts movement and find out who William Morris was. |
| 3 | Create artwork using the Victorian art of decoupage.                          |

- KS2 - use sketchbooks to review and revisit ideas
- 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 painting 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

Computing  
2 Lessons

PlanBee 

History  
5 Lessons

PlanBee 

Geography  
1 Lesson

PlanBee 

RE  
3 Lessons

PlanBee 

Art  
3 Lessons

PlanBee 

DT  
2 Lessons

PlanBee 

Languages

Music  
1 Lesson

PlanBee 

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

Teacher's notes:

**History**

**Geography**

**RE**

**Art**

**DT**

**Music**

**Computing**

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

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 complete a family tree, 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"> <li>Do children know who Queen Victoria was and why she was important?</li> <li>Can children describe some of the main events in the life of Queen Victoria?</li> <li>Can children describe what Queen Victoria was like as a person?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Family Tree Cards</li> <li>Quiz Template A/B (FSD? activity only)</li> <li>Books, access to internet, etc. (FSD? activity only)</li> </ul>
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"> <li>Can children explain what the Industrial Revolution was?</li> <li>Can children give examples of how the Industrial Revolution affected the population of Britain?</li> <li>Can children identify the positive and negative effects of the Industrial Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B</li> <li>Challenge Cards</li> <li>Key Word Cards</li> <li>Books, access to internet, etc. (FSD? activity only)</li> </ul>
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, order them chronologically and use clues to identify them.	<ul style="list-style-type: none"> <li>Can children name some inventions of the Victorian era?</li> <li>Can children name some inventors of the Victorian era?</li> <li>Can children evaluate the importance of some of the inventions of the Victorian period?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>Picture Cards (FSD? activity only)</li> <li>Inventions Timeline (FSD? activity only)</li> </ul>
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"> <li>Can children describe what medical care had been like before the Victorian era?</li> <li>Can children describe some of the ways in which medical care was improved during the Victorian era?</li> <li>Can children name some of the key individuals who made improvements in medical care during the Victorian era?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 4A/4B/4C</li> <li>A3 paper (FSD? activity only)</li> </ul>
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, and identify differences between the leisure activities of the rich and poor. Children can then express their learning in a variety of ways, including sorting given facts, writing a song, designing a poster or writing a script.	<ul style="list-style-type: none"> <li>Do children know why there was an increase in the leisure time available to people from the mid-1800s?</li> <li>Can children give examples of the kinds of leisure activities enjoyed during the Victorian era?</li> <li>Can children suggest reasons why leisure pursuits are different today?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 5A/5B</li> <li>Picture Cards</li> <li>Books, access to internet, etc.</li> <li>Challenge Cards (FSD? activity only)</li> </ul>

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RE				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	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"> <li>Do children know what Quakerism is and how it began?</li> <li>Can children describe some of the beliefs and practices of the Quakers?</li> <li>Can children describe what they think of Quaker beliefs?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Information Sheet</li> <li>Quaker Questions sheet (FSD? activity only)</li> <li>Books/CD ROMs/access to internet, etc.(FSD? activity only)</li> </ul>
<b>Lesson 2</b>	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"> <li>Can children name some of the issues that Quakers campaigned for during the Victorian era?</li> <li>Do children know why so many Quaker families went into business?</li> <li>Can children explain how Quaker beliefs helped to build up and run successful businesses?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C/2D</li> </ul>
<b>Lesson 3</b>	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"> <li>Do children know that Cadbury's began as a Quaker business?</li> <li>Do children know that social justice is an important belief of the Quakers and that this influenced their business practices?</li> <li>Can children explain some of the ways in which the Cadbury family improved the lives of their workers?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C</li> <li>A3 paper (FSD? activity only)</li> </ul>

GEOGRAPHY				
	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	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 word 'empire' and how Britain's empire in the Victorian period was very powerful. They use maps to explore the coverage of the British Empire in the 1800s and are challenged to identify the countries and continents included in the empire.	<ul style="list-style-type: none"> <li>Can children name some of the countries that were part of the British Empire during the Victorian era?</li> <li>Can children locate countries on a world map?</li> <li>Can children identify which continent countries belong to?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C</li> <li>Atlases/world maps</li> <li>Continents Cards (FSD? activity only)</li> <li>British Empire Countries cards (FSD? activity only)</li> <li>Worksheet 1D (FSD? activity only)</li> </ul>

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

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. They will analyse and discuss some of the different painting styles and subjects and reflect on the reactions of the Victorian people who saw these paintings.	<ul style="list-style-type: none"> <li>Do children know what the Pre-Raphaelite movement was and who was involved in it?</li> <li>Can children recognise some of the characteristics of the Pre-Raphaelite movement?</li> <li>Can children create their own piece of artwork to include features of the Pre-Raphaelites?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Picture Cards</li> </ul>
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.	<ul style="list-style-type: none"> <li>Can children explain what the Arts and Crafts Movement is?</li> <li>Do children know who William Morris was and how he influenced the Arts and Crafts Movement?</li> <li>Can children recreate a wallpaper pattern in the style of William Morris?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Blank Wallpaper sheets</li> <li>Picture Cards</li> </ul>
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 to decorate with decoupage.	<ul style="list-style-type: none"> <li>Can children explain what the art of decoupage is?</li> <li>Can children cut out and stick down shapes with accuracy and care, thinking carefully about where different pictures should be placed?</li> <li>Can children evaluate their finished artwork and state what they think and feel about it?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Decoupage Cut-Outs sheets</li> <li>PVA glue</li> <li>Paper/card/plates/pots (or other appropriate surface)</li> <li>Access to internet (FSD? activity only)</li> </ul>

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"> <li>Do children know what music hall is?</li> <li>Can children recognise some popular music hall songs?</li> <li>Can children perform a music hall song with accuracy?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Music hall song recordings</li> <li>Lyrics sheets</li> </ul>

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

COMPUTING				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To be able to create a multimedia presentation about daily life in Victorian Britain.	Children use computers to create a multimedia presentation on an aspect or aspects of Victorian lives. They will learn how to change fonts and slide transitions as well as how to insert pictures and sounds into their presentation. Children are challenged to use their researching skill in order to find pictures and information to include in their presentation.	<ul style="list-style-type: none"> <li>Can children explain what the word 'multimedia' means?</li> <li>Are children able to use the internet and other sources to research areas of daily life in Victorian Britain?</li> <li>Can children create a presentation using appropriate text, pictures, sounds, fonts, etc.?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Books, access to the internet, etc.</li> <li>Research Cards</li> </ul>
Lesson 2	To be able to use computers to research and write the biography of a famous Victorian.	Children are challenged to write a biography about a famous Victorian using the internet to research them. They will discuss the most efficient search terms to use in order to get relevant and useful information.	<ul style="list-style-type: none"> <li>Do the children know how to use search engines effectively to find information?</li> <li>Can children gather and interpret information found on the internet?</li> <li>Can children use text and images to present biographical information?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Famous Victorians sheet</li> </ul>

DT				
	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To design, create and evaluate a model 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 using different materials. They must generate ideas on how to strengthen joints, corners and other parts of their model.	<ul style="list-style-type: none"> <li>Can children design and plan a model bridge, stating what they will need and how they will achieve their design?</li> <li>Can children work safely and sensibly with a variety of materials and tools to create a model bridge?</li> <li>Can children evaluate their finished products and state what they think and feel about them?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A/1B/1C/1D</li> <li>Materials and tools (e.g. card, paper, dowels, straws, string, lollipop sticks, glue, paper clips, sticky tape, scissors, saws, etc.)</li> <li>Picture Cards (FSD? activity only)</li> </ul>
Lesson 2	To design, create and evaluate a puppet for a Punch and Judy show.	Children investigate the popular seaside attraction of Punch and Judy shows. They compare different puppets that were used in these shows, looking at the decorations and clothing on them. They then use these ideas to design, sew and evaluate their own Punch and Judy-style puppet using a wooden spoon.	<ul style="list-style-type: none"> <li>Can children design a Punch and Judy puppet and plan how they will construct it?</li> <li>Can children work with fabrics to create a puppet based on their design?</li> <li>Can children evaluate their finished products and state what they think and feel about them?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fabrics</li> <li>Worksheet 2A/2B/2C/2D</li> <li>Needles and pins</li> <li>Puppet Template</li> <li>Thread</li> <li>Wooden spoons</li> </ul>