

# PlanBee Cross-Curricular Assessment : The Victorians: KS2



Group:

Year:

Term:

|     |          |   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-----|----------|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| ART | Lesson 1 | Know what the Pre-Raphaelite movement was and who was involved in it.                         |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |          | Can children recognise some of the characteristics of the Pre-Raphaelite movement?            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |          | Can children create their own piece of artwork to include features of the Pre Raphaelites?    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | Lesson 2 | Can children explain what the arts and crafts movement is?                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |          | Know who William Morris was and how he influenced the arts and crafts movement.               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |          | Can children recreate a wallpaper pattern in the style of William Morris?                     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | Lesson 3 | Can children explain what the art of decoupage is?  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |          | Cut out and stick down shapes with accuracy and care, thinking about where to place pictures. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |          | Can children evaluate their finished artwork and state what they think and feel about it?     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| DT  | Lesson 1 | Design a model bridge stating what they will need and how they will achieve their design.     |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |          | Work safely and sensibly with a variety of materials and tools to create a model bridge.      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |          | Evaluate their own finished products and state what they think and feel about them.           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     | Lesson 2 | Can children design a Punch and Judy puppet and plan how they will construct it?              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |          | Can children work with fabrics to create a puppet based on their design?                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |          | Evaluate their own finished products and state what they think and feel about them.           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



# PlanBee Cross-Curricular Assessment : The Victorians: KS2



## The Victorians

Group:

Year:

Term:

|       |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|-------|----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| ICT   | Lesson 1 | Can children explain what the word 'multimedia' means?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       |          | Use the internet and other sources to research areas of daily life in Victorian Britain.           |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       |          | Create a presentation using appropriate text, pictures, sounds, fonts, etc.                        |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       | Lesson 2 | Know how to use search engines effectively to find information.                                    |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       |          | Can children gather and interpret information found on the internet?                               |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       |          | Can children use text and images to present biographical information?                              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| MUSIC | Lesson 1 | Do children know what music hall is?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       |          | Can children recognise some popular music hall songs?  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       |          | Can children perform a music hall song with accuracy?  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| RE    | Lesson 1 | Do children know what Quakerism is and how it began?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       |          | Can children describe some of the beliefs and practices of the Quakers?                            |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       |          | Can children describe what they think of Quaker beliefs?   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       | Lesson 2 | Name some of the issues that Quakers campaigned for during the Victorian era.                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       |          | Do children know why so many Quaker families went into business?                                   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       |          | Explain how Quaker beliefs helped to build up and run successful businesses.                       |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       | Lesson 3 | Do children know that Cadbury's began as a Quaker business?  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       |          | Know that social justice is an important Quaker belief and it influenced their business practices. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|       |          | Explain some of the ways in which the Cadbury family improved the lives of their workers.          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |



# PlanBee Cross Curricular Assessment : The Victorians: KS2



## The Victorians

Group:

Year:

Term:

### HISTORY

#### Lesson 1

Do children know who Queen Victoria was and why she was important?

Can children describe some of the main events in the life of Queen Victoria?

Can children describe what Queen Victoria was like as a person?

#### Lesson 2

Can children explain what the Industrial Revolution was?

Give examples of how the Industrial Revolution affected the population of Britain.

Can children identify the positive and negative effects of the Industrial Revolution?

#### Lesson 3

Can children name some inventions of the Victorian era?

Can children name some inventors of the Victorian era?

Evaluate the importance of some of the inventions of the Victorian period.

#### Lesson 4

Can children describe what medical care had been like before the Victorian era?

Describe ways in which medical care was improved during the Victorian era.

Name some key individuals who made improvements in medical care during the Victorian era.

#### Lesson 5

Know why there was an increase in the leisure time available to people from the mid-1800s.

Give examples of the kinds of leisure activities enjoyed during the Victorian era?

Can children suggest reasons why leisure pursuits are different today?

### GEOGRAPHY

#### Lesson 1

Name some of the countries that were part of the British Empire during the Victorian era.

Can children locate countries on a world map?

Can children identify which continent countries belong to?