

# Victorians : Topic Enrichment Pack : Year 5/6

	Learning Objective	Overview	Assessment Questions	Resources
<b>ART Lesson 1</b>	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. Children will discover and discuss the key features of Morris's designs.	<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>• Motif Cards A/B</li> <li>• Blank A4 paper, glue, coloured pencils/pens/paints</li> <li>• Mirror Image Sheets (FSD? activity only)</li> <li>• Mirrors (FSD? activity only)</li> </ul>
<b>ART Lesson 2</b>	To explore the use of Victorian samplers, and use cross-stitch to sew a simple design.	Children first look at the importance of sewing skills in the 18th and 19th centuries. They then practise how to cross-stitch, before applying their knowledge to following or creating a simple design chart to sew a cross-stitch picture. In the alternative activity, children are challenged to design and cross-stitch their own personalised bookmark.	<ul style="list-style-type: none"> <li>• Can children explain why cross-stitch samplers were made during the Victorian period?</li> <li>• Can children sew a cross-stitch?</li> <li>• Can children follow or create a simple design on a chart to create a cross-stitch picture?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• 12cm x 12cm squares of 8-count Aida fabric</li> <li>• Stranded cotton (divisible) or Perle thread (non-divisible)</li> <li>• Embroidery needles, scissors</li> <li>• Cross-Stitch Help Card</li> <li>• Design Chart Cards</li> <li>• Blank Design Charts</li> <li>• Letter Charts (FSD? activity only)</li> <li>• Blank Bookmark Charts A/B (FSD? activity only)</li> <li>• Bookmark Challenge Card (FSD? activity only)</li> <li>• Strips of 8-count Aida, approx. 7cm x 20cm (FSD? activity only)</li> </ul>
<b>GEOGRAPHY 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 words 'empire', 'colony' and 'colonialism' and how Britain's empire in the Victorian period was very powerful. In their independent activities, they will locate and label the countries that were part of the British Empire in 1897.	<ul style="list-style-type: none"> <li>• Can children understand some of the reasons why Britain wanted an empire?</li> <li>• Can children name some of the countries that were part of the British Empire during the Victorian era?</li> <li>• Can children locate these countries on a world map?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B</li> <li>• Atlases/world maps</li> <li>• Which Continent? Cards (FSD? activity only)</li> <li>• Worksheet 1C (FSD? activity only)</li> </ul>
<b>DT Lesson 1</b>	To create a model suspension 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, thinking carefully about the properties of the materials they choose, and the methods of attachment they will use.	<ul style="list-style-type: none"> <li>• Can children explain what an engineer is?</li> <li>• Do children understand how the designs of Brunel helped to shape the world?</li> <li>• Can children design and plan a model bridge, stating what they will need and how they will achieve their design?</li> </ul>	<ul style="list-style-type: none"> <li>• Slides</li> <li>• Worksheet 1A/1B/1C</li> <li>• Selection of materials and tools (e.g. card, paper, dowelling, straws, string, lollipop sticks, glue, paper clips, sticky tape, scissors, saws, etc.)</li> <li>• Design Ideas Cards (FSD? activity only)</li> <li>• Worksheet 1D (FSD? activity only)</li> </ul>

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RE Lesson 1	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</li> <li>Information Sheet</li> <li>Quaker Questions sheet (FSD? activity only)</li> <li>Worksheet 1D (FSD? activity only)</li> <li>Books/access to internet, etc.(FSD? activity only)</li> </ul>
RE Lesson 2	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</li> <li>Leaflet Template (FSD? activity only)</li> </ul>
RE Lesson 3	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>

