

Year 6
Willow Class

Autumn Term

Intent: What do we want our the children to learn? How do we intend to achieve this? Skills and Knowledge coverage during the Topic

End Points:

Children to produce a newspaper report about the death of Ada Lovelace
To present a performance about the impact of Victorian inventions and traditions at Christmas.

Curiosity

Aspirations

Life Skills

Independence

Self Belief

Self Awareness

Skills Focus

Knowledge & Understanding of The World:

History:

Chronological Understanding:

- Enter key dates of rapid change and inventions on a timeline
- Give broad overview of working life in Great Britain pre/during/post Industrial Revolution

Historical Knowledge:

- Describe main technological changes during Victorian era (especially Lord Armstrong)

Historical Interpretation :

- Use information sources (primary & secondary) to form hypotheses about the achievements of Victorian inventors

Historical Enquiry:

- Use primary sources of evidence to deduce information about Victorian life for rich and poor generally and at Cragside

Geography:

Human and Physical:

- Reasons for migration of workers from rural to urban locations
- Economic growth and trade affected by location and transportation of resources

Geographical Skills and Fieldwork:

- Use fieldwork skills to observe location of natural resources (water) to harness energy to produce electricity for technological progress at Cragside
- Observe physical features at Rothbury and describe impact on human activity

Science:

- Evolution and Inheritance:** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Electricity:

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit –

- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off

PSED: NUFC On-side plus:

Rights: Children can learn about and understand their universal rights_ compared to Victorian children in terms of education and employment

Change: Children can investigate how to manage change and transition and develop resilience when faced with challenging situations – link to Victorian children moving from rural to urban homes.

Managing Risk and Decision-Making: Children can explain how their decisions can be reached after analysing situations and factors. Link to Victorian children working in unsafe environments in cities out of necessity and responsibility to family , and can express ways of responding to it. Compare to children's lives today

What is the impact of Victorian inventions and discoveries on life today ?

Creative Development:

Developing ideas: Collect information, sketches and resources. Observe fungi to consolidate learning in Science. Manipulate, adapt and refine ideas to develop an impression of a particular artist's work (William Morris). Explore ideas in a variety of ways; Comment on famous design and art using technical language

Collage: Select, manipulate varied materials for artistic effect

Sculpture: Use mouldable materials to create a replica of a natural object

Taking inspiration: Replicate some of the techniques used by notable artists, artisans and designers; Create original pieces that are influenced by studies of others.

Tech, Media, Materials:

-Computing: collect, analyse and present data and information for a variety of reasons
- Collate data about fungal growth - temperature/time in chosen format, analyse and pose questions for others

E-Safety:

-use Technology safely and responsibly, knowing how to report unacceptable behaviour and keep safe personally (NSPCC /NUFC)

Physical Development:

Invasion Games:

-develop hand/eye coordination and footwork skills
- learn and apply basic skills and rules for attacking and defending in Hockey/Football small-sided games

Gymnastics:

-develop strength, flexibility, control and balance with an isolated lesson in Victorian lesson format

Mowbray P

Curiosity

Aspirations

Life Skills

Independence

Self Belief

Self
Awareness

Key Vocabulary

Victorian
Chronology
Invention
Technology
Mechanical
Ground-breaking
pioneering
Pneumatic
Hydraulic
Classification
Fungi
Mycelium/mycologist
Penicillin
Rural/urban migration
Industrial Revolution
Manufacturing
Social status
Wealth
Entrepreneurial

social responsibility
Philanthropist
William Morris /Arts & Crafts
Palaeontology

era
legacy

Text Links:

Ada Lovelace Computer Wizard of Victorian
England – Lucy Lethbridge
Ada Lovelace Poet of Science - Diane Stanley

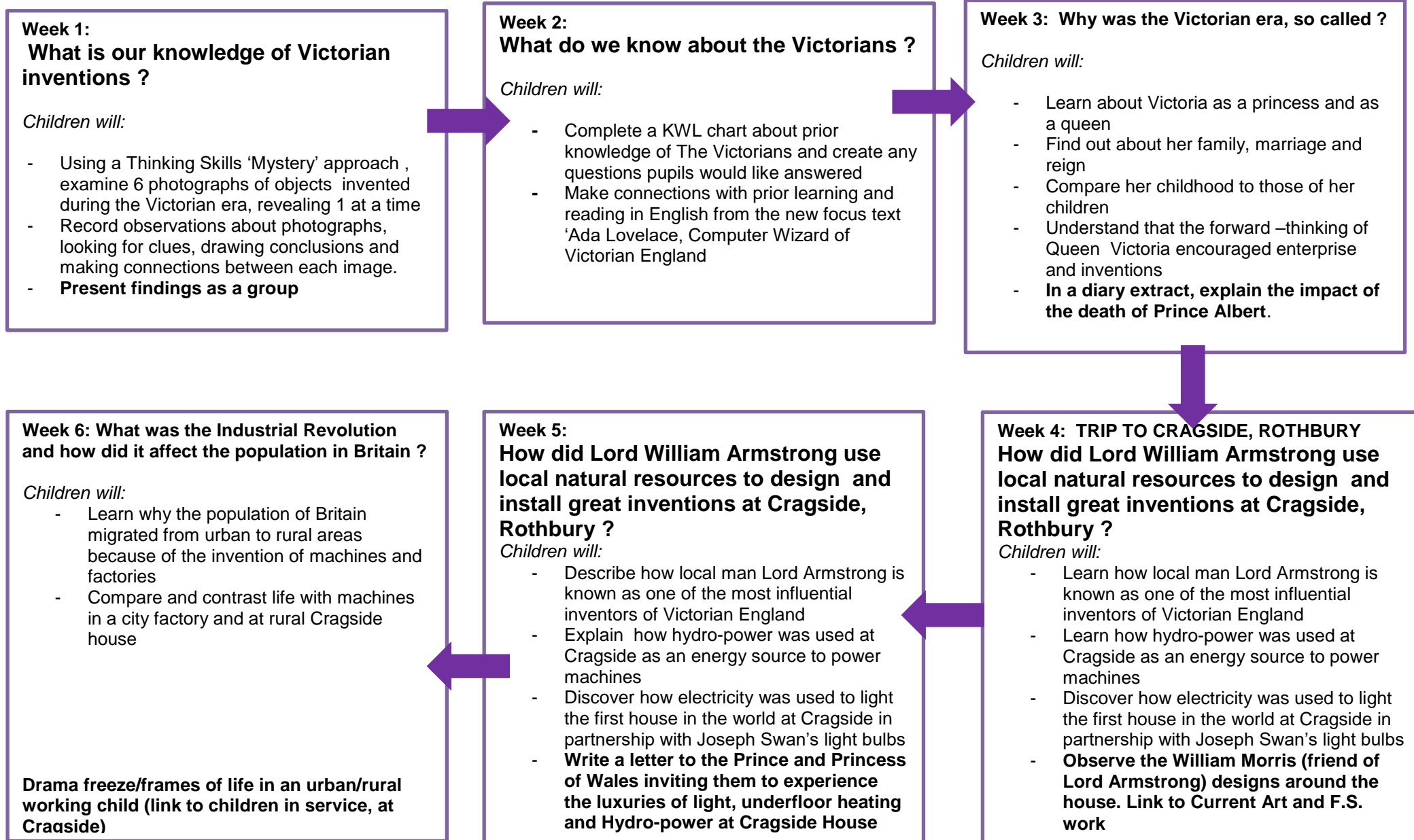
LOTC (including Forest School, Visits and Visitors)

Maths – Maths Trail at Cragisde
Science – Fossil Making (Autumn 2)
Fungi Search and Study (Autumn2)
Timeline Activity – organising inventions into chronological order
Classification and Data Handling (reading activity) using displayed
statements to classify objects from a Scavenger Hunt
Drama - scripted and performed reactions to the 'Silver Dancer'/'Difference
Machine', when unveiled

FS – prac. activity– investigate ideal locations for fungal growth

Cross Curricular Maths and English Links:

- Collecting and presenting data linked to growing mould
- Measures – chronological organisation of inventions in the Victorian Era
- Drama linked to the private viewing of The Silver Dancer
- Write newspaper reports about the unveiling of 'The Silver Dancer' and the death of Ada Lovelace.
- Write a diary entry about the working conditions in a city factory compared to life in the countryside
- Instructions for making a Plaster of Paris fossil and a light bulb
- Write a non-chronological report on Fungi.
- Write an explanation on the life cycle of fungi.
- Write a persuasive letter to The Prince and Princess of Wales, inviting them to stay with Lord Armstrong at Cragisde.



Week 7: What was the Industrial Revolution and how did it affect the population in Britain?

Children will:

- Learn about overcrowding and the rapid building of poor quality housing
- Use of child labour in factories and mines and the dangers they faced every day
- Positive and Negative effects of Industrial Revolution presentation
- Label on a UK map, the main industrialised areas of Victorian Times as a result of the Industrial Revolution

Write a diary account of a child who has moved from countryside to city, to work in a factory

Week 8: How did the Industrial Revolution change trade in Britain and around the world ?

Children will:

- Explain how the invention of steam and hydro-powered machines expanded trade and transport around the world (Lord Armstrong's companies on the Tyne)
- Discover how the conversion of iron into steel changed transport links, bridges and the availability of materials and resources
- Learn about Isambard Kingdom Brunel and his influence on British engineering

Complete a cause and effect diagram about the impact of inventions on trade

Week 9: What were the most important inventions of the Victorian period ?

Children will:

- Think about and analyse why people create inventions (to improve living and working conditions)
- Make connections with learning (Ada Lovelace etc)about previous inventions
- Learn about the most important Victorian inventions which often link work with previous discoveries

Persuade someone wealthy to buy or invest in the most important Victorian invention – present a pitch

Science/LOTS/F.S./Art

Children will:

- Use the outdoors – Forest School, to identify how plants (especially fungus) are adapted to suit their environment, noting conditions for location – link to Alexander Fleming
- Design, create and evaluate a light bulb based on work on circuits and knowledge gained from visiting Cragside
- Carry out Fair Test Investigations on best conditions for producing mould in different locations and on varied substances and materials – link to housing conditions in Victorian cities for workers
- Use plants found outdoors at FS to create sketches for patterns in the style of William Morris in Art. Build upon skills used for shading techniques
- Use of newly acquired shading techniques, sketch various fungi using pen and charcoal

Week 11/12

Children will:

- Review the learning over the term. Discuss the lives of all Victorians in terms of gender and social status.
- **Create a 'Rights of the Child' poster for a Victorian child based upon knowledge gained.**
- **Create statements for a Pyramid Rank about the rights of every child today, around the world. Link to NUFC Match Fit, NSPCC**

Week 10: How did life in cities create a need for improvement in medicine and health care ?

Children will:

- Learn about the most influential people in medicine (link with Science - Alexander Fleming)
- Diamond Rank statements about conditions for keeping clean and healthy
- Compare and contrast medical care before and after the Victorian era

Create a timeline of medical discoveries during the Victorian era

Impact:



