



At Churchwood Everyone Can

Year: 5	Term: 6
Topic Name: Victorian London	
Subject / Topic Focus: History	

Grand Finale... Victorian Day in School.

**Wow Starter:
Hands On History**

Visitor from ... Hands on History

Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	To Investigate Light and Seeing	<p>To work scientifically:</p> <ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. <p>Knowledge</p> <ul style="list-style-type: none"> • Understand that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • Explain that we see things because light travels from light sources to our eyes or

		<p>from light sources to objects and then to our eyes.</p> <p>Rule of law</p> <p>Individual liberty</p>
History	Victorian Britain – focus on children’s experience	<p><u>To investigate and interpret the past:</u></p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <p><u>To build an overview of world history:</u></p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. <p><u>To understand Chronology:</u></p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.

		<p>To Communicate Historically:</p> <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. <p>Democracy Rule of law Individual liberty Mutual respect</p>
Computing	Espresso Coding Year 5b	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use variables, sequence, selection, and repetition in programs</p> <p>Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently</p> <p>Rule of law Individual liberty</p>
Design Technology	Construct a Victorian toy	<ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filling and sanding). • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.

		<ul style="list-style-type: none"> • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. <p>Rule of law Individual liberty Mutual respect</p>
Music	Charanga	<p>Charanga Mutual respect</p>
P.E	PE Syllabus	<p>Games and Athletics Rule of law Individual liberty Mutual respect</p>
R.E	ESCC Agreed Syllabus	<p>How do the beliefs of Christians influence their actions? Tolerance</p>

PSHE	PSHEe Syllabus	<p>Changes Arts Week</p> <p>SRE across Year 5 & 6.</p> <p>All in single gender groups. CW & MB in Year 5, ND & SW in Year 6.</p> <ol style="list-style-type: none"> 1. Hygiene, Puberty, Menstruation & Wet Dreams. Body changes. Unit 2. 2. Raising aspirations including making choices. 3. Different types of relationships & families. 4. Conception and Pregnancy inc. peer pressure. Unit 3. 5. Keeping Safe with a focus on online safety. <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
MFL	Mandarin Club French Club	Mutual respect
British Values	Democracy Rule of law Individual liberty Mutual	Integrated with foundation subjects

	respect Tolerance	
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Vocabulary, Punctuation and Grammar focus:	Brackets, dashes or commas to indicate parenthesis. Use of the semi colon, colon and dash to mark the boundary between independent clauses (for example, it's raining; I'm fed up)
Spelling Focus	Progression in spelling follows Spelling Bank material and Support for Spelling to show weekly progression.
Linked Extended Writing:	Re-writing parts of Oliver Twist from a playscript Multimedia recount of Mallydams Persuasive leaflet for tourists visiting London Poetry linked to Victorians, focus on imagery.
Cross curricular Maths opportunities:	Money – comparing old currencies with new. Time Statistics – Mallydams.

Early Morning Maths Focus:	Multiplication.
Target Writing:	Progress will be determined after assessment.