



Everybody Excelling, Every Day, No Excuses!

<b>Theme Title:</b> <b><u>Living together in Victorian Britain</u></b>			<b>Year group: 5</b>  <b>Term: Autumn 2</b>
<b>Hook</b>	<b>Explore</b>	<b>Excite</b>	<b>Celebrate</b>
Spaceman in your school workshop	Planetarium shows - Greenwich	Science museum	Winter Fair

**Core subjects: Theme Content**

**By the end of this unit the children will be able to...**

Science	<p><b><u>Earth and Space</u></b></p> <ul style="list-style-type: none"> <li>-describe the movement of the Earth, and other planets, relative to the Sun in the solar system --describe the movement of the Moon relative to the Earth</li> <li>- describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>- use the idea of the Earth's rotation to explain day and night.</li> </ul> <p>Tell you about how the planets in our solar system move in relation to the Sun.          Tell you about how the Moon moves relative to the Earth.          Tell you the shape of the Moon, Sun and Earth.          Explain how day turns into night.</p>
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**Foundation: Theme Content / Foundation: Links to National Curriculum**

PSHE	<p><b><u>Similarities and differences – Anti-bullying</u></b></p> <p>Race and Ethnicity          To learn about racial discrimination and its impact on societies, past and present</p>
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	<p>Gender Stereotypes          To learn about gender discrimination and its impact          To challenge stereotyping and discrimination</p> <p>Culture          To learn about the importance of family in different cultures          To recognise and respect similarities and differences between people</p>
Humanities	<p><b><u>Autumn 1 and 2</u></b>  <b><u>What was life like here during the Victorian Times? Autumn 1 and 2</u></b>  <b><u>Royal Family</u></b>  <b><u>Local Area Study: Victorians Changing Power of the Monarchs. Significant turning point. (school life, ragged school)</u></b>  <b>What was life like here during the Victorian times?</b>  <b>(local side)</b>  <b>What was this place like?</b>  <b>What do you expect it was like?</b>  <b>What was it actually like?</b>  <b>What made this place as it was?</b>  <b>Who lived here and why?</b>  <b>Why did people visit this place?</b>  <b>What jobs did people have in this place?</b>  <b>What services were there in this place?</b>  <b>How was this place connected to other places?</b>  <b>What issues affected people who lived there?</b>  <b>What was special about this place?</b>  <b>What are the main geographical similarities between how it was and how it is?</b>  <b>(general Victorian)</b>  <b>How did life change throughout this period?</b>  <b>What were the effects of the railways in this period?</b>  <b>Which object is older? How do you know?</b>  <b>What do songs/stories/toys tell us about this period?</b>  <b>Why was the British Empire successful?</b>  <b>Why do people still argue about this time?</b>  <b>What was it like for poorer people during this time?</b>  <b>Why were the railways so important?</b>          I can collect and analyse statistics and other information in order to draw clear conclusions about locations.          I can use different types of maps, atlases, globes and digital maps to locate countries or other physical features globally, nationally or in the local area.</p>

I can use a range of resources to give a detailed description of the characteristic features of a location.

I can use the eight points of a compass, four and 6 figure grid references, symbols and key (including the use of ordinance survey maps) to communicate my knowledge of the UK and the world

I can use different types of fieldwork sampling to observe, measure and record the human and physical features of the local area.

I can create maps of locations identifying patterns such as climate zones and population densities.

I can apply my knowledge of chronology in a secure way

I can make a time line of events or developments

I can describe how things have changed over time

I can use the correct historical vocabulary in my writing and discussions about the past

I can use words to describe how time passes and how events are recorded

I can describe similarities and differences between time periods, by comparing and contrasting

I can describe the ways of life of ordinary people who lived in this country or other parts of the world in the past.

I can describe the beliefs and ideas people held.

I can describe connections between developments in different time periods

I can describe why an event, people or individual are significant

I can talk about the causes and effects of events in the past

I can explain when an important event or development happened, why it happened and what happened next

I can ask and answer more complex questions about the past

I can select appropriate information from different sources to find out about the past, such as

- \*novels and play scripts
- \*information books
- \*pictures or photographs
- \*documents and diaries
- \*DVDs or videos
- \*the internet
- \*artefacts
- \*museum displays
- \*old buildings and heritage sites

I can organise my understanding of history in different ways to make sure it makes sense such as

- \*writing
- \*drawing
- \*painting and collage
- \*drama
- \*making models
- \* making a museum display
- \*performing a play

	<p>*giving a spoken representation</p> <p>*making a presentation using the computer or a short film</p> <p>I can write as if I were living in the past, perhaps in the style of an autobiography or diary.</p>
RE	<p><b>What happened to Islam in the Middle Ages?</b></p> <p>I can make connections between the revelations of the Qur'an and the Prophet Muhammed (pbuh) as the messenger of Allah</p> <p>.I can make connections between Islam and other religions in relation to teachings about loving Allah and a responsibility to care for others which motivate individuals, communities and Muslim Aid Agencies</p> <p>.I can make connections between an awareness that there are Muslims of many nationalities, races and cultures within Britain and around the world and their unity in the ummah</p> <p>.I can using specialist vocabulary in communicating their knowledge and understanding of Muslim beliefs, teachings, practices and symbols</p> <p>I can use and interpret a range of sources including the Qur'an, stories from the Muslim tradition, artefacts, pictures and symbols, the media and ICT/the internet, to gain knowledge and understanding of Buddhist beliefs, teachings and practices</p>
Arts– Drop Down	<p><b>Winter Fair</b></p>
PE	<p>Invasion Games</p> <p>Football</p> <p>I know the difference between attacking skills and defending skills</p> <p>I can switch between being and thinking like an attacker and a defender during the game</p> <p>I can find and use space to help my team</p> <p>I can look for specific things (skills and /or tactics)in a game and explain how well they are being done</p> <p>Dance</p> <p>I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</p> <p>I can warm up and cool down independently using exercises that stretch and tone my body.</p>
Computing	<p><b>Program a 'Space Invaders' Game using Scratch</b></p> <p><b>Resource: Scratch</b></p> <p><b>Understanding Technology</b></p> <p>Explore the scratch website, what kind of content do subscribers share online?</p> <p>What are the benefits/dangers of sharing online?</p> <p>What is the Internet and how does it allow us to communicate?</p> <p>How is online content moderated?</p> <p><b>Programming</b></p>

	<p>What computer games do you like? What do you like about them? What makes them exciting?          Who creates computer games? How are they made?          Can you write an algorithm that achieves a specific goal?          Can you think of different ways to debug your code?          Can you add forever loops and variables to your programs and explain what they do?</p> <p><b>Digital Literacy</b>          What are the drawing tools in Scratch and how do I use them?</p> <p><b>Online Safety</b>          What constitutes appropriate/inappropriate on an online behaviour and how can we find out?          What should we do if online content upsets us?          How can we report inappropriate behaviour online?</p>
MFL	<p>I know the Spanish alphabet.          I can converse about places in town and give directions.</p>