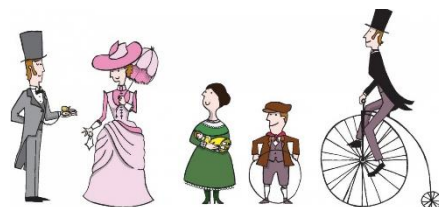




The Victorians



History Intent

Our History curriculum includes termly topics for all children from Year 1 to Year 6, mainly taught in chronological order and embedded in our English curriculum through links with high-quality texts. A high-quality history education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Visits and wider opportunities inspire pupils' curiosity to know more about the past and deepen their understanding of their place in time. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. We teach this discretely and within other curriculum subjects such as English and Art.

English – National Curriculum

- Street Child will form the basis of literacy lessons and using this children will:
- Write a recount
- Using the story Street Child, children will turn a section of the story into a play script
- Write a poem based on Rudyard Kipling's 'If'

Identify the audience and purpose for my writing.

Plan writing by noting and developing initial ideas, drawing on reading.

Overview

Using the text 'Street Child' by Berlie Doherty the children will write a recount as a day in the life of a workhouse child based on a young orphan who escaped in the workhouse in 1860's London. They will explore how to "show" emotion through show not tell. The children will also look at the high level vocabulary used in the text and will begin to use some of that vocabulary in their work.



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Nunthorpe Primary Academy

Year Group: 5

Draft write by selecting appropriate grammar and vocabulary, Understanding how such choices can change and enhance meaning.

Describe settings and characters.

Draft and write narratives describing the atmosphere.

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Ensure consistent/correct use of tense mostly in a piece of writing.

Proof read for spelling and punctuation.

Use expanded noun phrases to convey complicated information concisely.

Use literary features such as: alliteration, onomatopoeia, figurative language.

Select and use appropriate vocabulary to engage and/or inform the reader.

Can use a wide range of devices to build cohesion within and across paragraphs: (determiners, pronouns, conjunctions, adverbs & ellipsis of expected words).

Can evaluate and edit by assessing the effectiveness of their own and others' writing.

Can ensure consistent/correct use of tense mostly in a piece of writing.

Can write complex sentences selecting and using an increasing range of co-ordinators and subordinators.

Can use brackets, dashes or commas to indicate parenthesis.

Can use semi-colons, colons or dashes to separate main clauses within compound sentences.

Can use relative clauses (who, whom, those, which, that).

Can use further organisational devices to structure text and to guide the reader (for example: headings, bullet points, underlining).

Children will explore the features of a play script focusing on layout and punctuation they will learn how to create a scene setting and give stage directions. They will then write a play script based on a section of the story.

Children will explore the poem 'If' by Rudyard Kipling then use this to create and write their own 'If' poem based on the life of a child in the workhouses.



History – National Curriculum	Overview
<ul style="list-style-type: none">– Develop a chronologically secure knowledge and understanding of British, local and world history through the Victorians.– Study the changing power of monarchs like Queen Victoria– Identify and study changes in an aspect of social history, such as life as a child in the Victorian times compared to children in the modern day.– To study a significant turning point in British history, for example, the industrial revolution.	<p>Children will study the timeline of the Victorian period and be able to place significant events in order.</p> <p>Children will be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by finding out about Queen Victoria’s quest for empire.</p> <p>Children will understand what the British Empire meant in Victorian Britain.</p> <p>Children will learn about life as a Victorian and some of the important inventions the Victorians created.</p> <p>Children will learn what life was like as a child in the Victorian times both in the workhouse and within school.</p> <p>The industrial revolution will be studied, what it was and the changes it made to Britain and the world.</p>
Art – National Curriculum	Overview
<ul style="list-style-type: none">– Improve the mastery of art and design techniques, including drawing and painting.– Learn about great artists, architects and designers in history.	<p>Children will study the artist and designer William Morris.</p> <p>They will study and draw some of his works and then design, draw and print their own.</p>



MEDIUM TERM PLANNING | UNIT OBJECTIVES

Year Group: 5

Nunthorpe Primary Academy

British Values	Debate & Discussion Opportunities	Trips and Experiences	Possible Linked Texts
Individual liberty. Mutual respect.	Human rights and child labour in the Victorian times.	Beamish	Street Child