



# Vile Victorians

## Autumn 1 UKS2

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.

RE	Computing	History	Art & DT	PE
<b>Key Vocabulary</b> omniscient, omnipotent, omnibenevolent, sin, forgiveness, eternal, holy, Holy Trinity, spirit psalm, cathedral	<b>Key Vocabulary</b> digital content, SMART rules, appropriate, inappropriate, image manipulation, reliability, sources, keywords	<b>Key Vocabulary</b> British Empire, industry, industrial revolution, invention, migrate, monarch, reign, revolution, rural, slum, urban, workhouse	<b>Key Vocabulary</b> Blend, interior design, print, block printing, shade, stippling, cross hatch, scumbling, symmetry, repetition.	<b>Key Vocabulary</b> flexibility, strength, technique, control, balance, speed, agility, teamwork
<b>What does it mean for Christians to believe God is holy and loving?</b> <ul style="list-style-type: none"><li>Why is knowing God such a personal experience for Christian believers?</li><li>How is God portrayed to his believers?</li><li>What does God look like to you?</li><li>What do cathedrals show about what Christians believe about God?</li><li>What does God hate?</li><li>How do Christians show the values of love and forgiveness through their lives and worship?</li></ul> <div>CAW: Moment on Awe and Wonder Trip to Truro Cathedral so that children can experience the awe and wonder of a cathedral and gain an understanding of the importance of the cathedral and features of a cathedral to Christian believers.</div>	<b>Online Safety</b> <ul style="list-style-type: none"><li>What impact does sharing digital content have online?</li><li>How can I protect my privacy online?</li><li>What are the safest ways to search the Internet to check validity and understand the impact of incorrect information?</li><li>How can we show reliability through using different methods of communication?</li></ul> <div>Outdoor learning: The Digital Footprint Trail – see computing folder</div>	<b>The Victorians</b> <ul style="list-style-type: none"><li>What do historical sources tell us about the Victorian era?</li><li>Who was Queen Victoria?</li><li>Which famous inventions came from the Victorians?</li><li>How did the Victorians respond to the new railways?</li><li>What was life like for working Victorian children?</li><li>How did Lord Shaftesbury improve the lives of Victorian children?</li><li>What were Victorian schools like?</li><li>What kind of clothes did Victorians wear?</li></ul> <div>CAW: Moment on Awe and Wonder Over 150 years ago, people saw electric light for the very first time. Before that, the world was lit only by candles and gas lamps! In 1879, Thomas Edison created a lightbulb that could glow for hours—and it lit up rooms just like the ones you're sitting in now. Victorians would have gasped in amazement the first time they saw a room suddenly filled with light at the flick of a switch. Just think: a whole new world appeared at night, and it changed life forever.</div>	<b>Artist Study- William Morris</b> <ul style="list-style-type: none"><li>What sort of style and technique does William Morris use in his art?</li><li>What skills do I need to use for an observational drawing?</li><li>What shading techniques create depth and texture?</li><li>How does mirroring and repeating an image change the aesthetic?</li><li>How can technology be used to create artwork?</li></ul> <div>CAW: Moment on Awe and Wonder Your heart is only the size of your fist, but it beats around <b>100,000 times a day</b>—pumping blood all around your body to keep you going! And here's the amazing part: during exercise, your heart can pump <b>up to four times more blood</b> than when you're resting, all in just a few seconds!</div>	<b>Circuit training Year 5 unit</b> <ul style="list-style-type: none"><li>How and why is it important to help the body prepare for and recover from exercise?</li><li>Can I complete a simple circuit of exercises?</li><li>How might I set individual challenges and work towards achieving them?</li><li>What does fair play look like within a circuit?</li><li>What techniques can be used to increase speed, agility and quickness within circuit training?</li><li>How can teamwork skills be developed featuring different exercises?</li></ul> <div>CAW: Moment on Awe and Wonder Your heart is only the size of your fist, but it beats around <b>100,000 times a day</b>—pumping blood all around your body to keep you going! And here's the amazing part: during exercise, your heart can pump <b>up to four times more blood</b> than when you're resting, all in just a few seconds!</div>

<b>End Point:</b> To have a deeper understanding of what it means to Christians to believe God is holy and loving.	<b>End Point:</b> To demonstrate a clear understanding of what the SMART rules are and how they should be applied to using technology safely and respectfully.	<b>End Point:</b> To understand the significance of the Victorian period within British history.	<b>End Point:</b> To create their own version of a William Morris wallpaper design.	<b>End Point:</b> To use their knowledge or the effects of exercise to develop an effective fitness routine.
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PSHE	Music	French	Geography	Science
<p><b>Key Vocabulary</b></p> <p>Year 5: vision, opportunities, appreciation, denied, wealthy, prejudice, migrants, motivation, deprive, asylum, empathise, persecution, refugee, privilege, conflict</p> <p>Year 6: needs, opportunities, comparison, motivation, participation, citizen, obstacles, collaboration, lawful, illegal,</p>	<p><b>Key Vocabulary</b></p> <p>melody, harmony, play, improvise, compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Ab, Bb, B</p>	<p><b>Key Vocabulary</b></p> <p>Year 5: Bonjour, salut, Je m'appelle, Comment t'appelles-tu? Comment ça va? Ca va bien, Au revoir, A bientôt, J'habite, en Angleterre, en France, en Ecosse, dans une ville, dans une grand ville, dans une village, dans le nord, dans le sud, dans l'est, dans l'ouest,</p> <p>Year 6: Bonjour, salut, Je m'appelle, Comment t'appelles-tu? Comment ça va? Ca va bien, Au revoir, A bientôt, une mairie, une bibliothéque, un centre commercial, une cathedrale, des musées, des monuments, des jardins, derrière, devant, en face de, a cote de, pres de, entre, dans.</p>	<p><b>Key Vocabulary</b></p> <p>Sources, Urbanisation, Rural, push factors, Pull factors Industrial Revolution, Progression, Change, Cities, factories, steel, landscapes</p>	<p><b>Key Vocabulary</b></p> <p>characteristics, classify, taxonomist, key, bacteria, microorganism, organism, species, Linnaean, Carl Linnaeus, domain, kingdom, vertebrates, invertebrates, phylum</p>
<p><b>Being Me In My World</b></p> <p>Y5</p> <ul style="list-style-type: none"> <li>How can I face new challenges positively?</li> <li>What are some of my rights and responsibilities as a citizen of my country?</li> <li>What are some of my rights and responsibilities as a citizen of my country and as a member of my school?</li> <li>How can I make choices about my behaviour based on rewards and consequences?</li> </ul>	<p><b>Melody and Harmony in Music- Charanga unit</b></p> <p>How does music bring us together?</p> <ul style="list-style-type: none"> <li>What are some of the features of orchestral music?</li> <li>What is a melody?</li> <li>What is a harmony?</li> <li>Can I explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies?</li> <li>Can I compose and improvise focusing on melody and harmony?</li> </ul>	<p>Y5</p> <ul style="list-style-type: none"> <li>Can I revise how to introduce myself and greet people?</li> <li>Can I say what country I live in and give details about where I live?</li> <li>Can I recognise and pronounce the sounds GN and N?</li> <li>Can I give an opinion about where I live?</li> <li>Can I describe where in the country I live?</li> <li>Can I revise and use the vocabulary used in this unit?</li> </ul>	<p><b>The Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>What reasons are there for the growth and development of urban areas?</li> <li>One—off Geography lesson as a precursor to discussing the IR.</li> <li>What was the Industrial Revolution?</li> </ul> <div> <p><b>Outdoor learning:</b></p> <p>Factory Stimulation Challenge – see Victorians folder</p> </div>	<p><b>Living Things and their Habitats (Y6)</b></p> <ul style="list-style-type: none"> <li>How could animals be classified based on their similarities and differences?</li> <li>How are living things classified?</li> <li>Can I identify characteristics of different types of animals and classify a creature based on its characteristics?</li> <li>What are the main types of microorganisms and what are their functions?</li> <li>How could I investigate helpful and harmful microorganisms?</li> <li>What causes microorganisms to propagate and transmit?</li> </ul>

<ul style="list-style-type: none"><li>• How can an individual's behaviour impact on a group?</li><li>• How does democracy and having a voice benefit the school community?</li></ul> <p><u>Y6</u></p> <ul style="list-style-type: none"><li>• What are my goals for this year? What are my fears and worries for the future and how will I overcome them?</li><li>• What are some of children's universal rights? Why may these rights not be met?</li><li>• How do my actions affect people locally and globally?</li><li>• How can I make choices about my behaviour based on rewards and consequences?</li><li>• How can an individual's behaviour impact on a group?</li><li>• How does democracy and having a voice benefit the school community?</li></ul>		<p><u>Y6</u></p> <ul style="list-style-type: none"><li>• Can I revise how to introduce myself and greet people?</li><li>• Can I name and spell French cities?</li><li>• Can I revise and pronounce the sounds AN and IN?</li><li>• Can I recognise places in a town?</li><li>• Can I give the location of places in town?</li><li>• Can I revise and use the vocabulary I have learnt this unit?</li></ul>		
<p><b>End Point:</b></p> <p>To be able to explore diversity and to understand the importance of respecting differences.</p>	<p><b>End Point:</b></p> <p>To be able to compose my own 3 note melody which has been inspired by the musical style of 20<sup>th</sup> and 21<sup>st</sup> Century Orchestral.</p>	<p><b>End Point:</b></p> <p>To be able to greet and introduce myself, talk about where I live and what my town looks like.</p>	<p><b>End Point:</b></p> <p>To be able to consider reasons for urbanisation and attribute these reasons to the impacts from the Industrial Revolution.</p>	<p><b>End Point:</b></p> <p>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p>