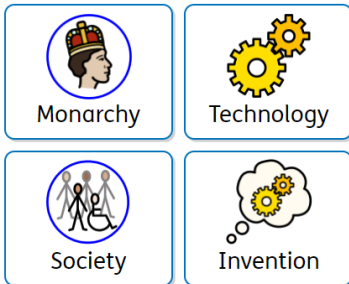


Year 5 Summer 2 – How can we move around the world differently?

Blurb

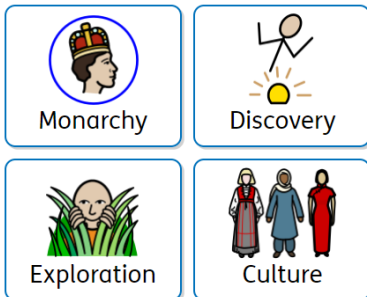
Substantive Concepts



Disciplinary concepts

Historical Significance, Sources and evidence, Similarity and difference, Change and continuity..

Prior knowledge



Prior knowledge

Cause and consequence, sources and evidence, historical significance, change and continuity, similarity and difference

Hook/use of outdoor area/trips: Cathedral, immersive Victorian day (in house activities)

Cross-curricular links: RE, guided reading texts – Dicken's Hard Times, writing outcomes

Key questions Content coverage/concepts/timeline	The knowledge intended to be taught. What will they learn? What skill will they be learning?	Learning Activities	Learning resources	Outcomes/assessment
<p>What were the main changes that took place during this time and who were the most important people responsible?</p>	<p>Children grasp that Victoria dominated the period synonymous with her long reign. Have an overview of main changes especially transport, railways to bicycles and cars, industry; factories and mines, mainly in north; education, impact of 1870 Act; social and medical care, especially work of Barnardo, Shaftsbury, Florence Nightingale. Children understand that this was a period of rapid changes and can identify differences between beginning and end of long reign, eg: railways at start, cars at end.</p> <p>Children will learn that transport and industry changed dramatically during the Victorian era.</p> <p>LOCAL LINK -Pupils will visit Peterborough Museum as they have Victorian operating theatre and Victorian area/Immersive Victorian day in school.</p> <p>Children grasp that changes did not affect every-one</p>	<p>Pupils investigate the significant changes to transport and industry through primary sources.</p>		

<p>What were the effects of changes in industry, especially factories?</p>	<p>equally; for some speed of change was less noticeable especially in the countryside.</p> <p>Children understand industry changed most rapidly in the northern towns based on coal, water and good transport system to supply imports from nearby ports Children grasp that different class affected differently, eg: factory/mine owners grew rich on profits • children understand how demanding factory life was, but realise there was little alternative Children able to role-play individual tasks carried out by children and to be able to extract information from a primary source written in original language</p> <p>Children will learn that industry changed most rapidly in the northern towns and they will understand how demanding factory life was, especially how it impacted the lower classes.</p>	<p>Role-play factory life and the consequences of not working well.</p>		
<p>How did town life compare to life in the countryside at this time?</p>	<p>Children understand that towns grew quickly and without much planning.</p>	<p>Using extracts from Victorian fiction, and Victorian art, children will create a description of a</p>		

<p>What were the main changes in transport and what effects did they have on the lives of rich and poor?</p>	<p>Children use terms such as back-to-back housing and knowhow they functioned.</p> <p>Children can annotate 5-6 key features of typical urban scene in industrial town, eg: terraced housing, sanitation, yards, shared toilets, proximity to factory and pollution.</p> <p>Children understand, using Dore print, that artists don't always paint the literal picture but the image they want to convey, link to portrait work in Year 4.</p> <p>Children understand that pace of change much slower but there were changes such as some machinery steam powered.</p> <p>Children understand that we have evidence today, e.g. working Victorian Farm to help us work out what life was like 150 years ago.</p> <p>Children compare typical scene of urban life with that in country.</p> <p>Children will learn the key points to consider when developing a town</p> <p>Children understand speed and range of changes both on land (dominance of railway over canals and coaches by 1850s)</p>	<p>typical urban scene.</p> <p>Children sequence pictures (of early locomotives, later C19th trains, early ships, late C19th ships, bikes, omnibus, cars,</p>		<p>Write a setting description</p>
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	<p>and at sea (Brunel's steam ships).</p> <p>Children understand the major contribution made by Stephenson and, especially Brunel - children understand that transport available for rural poor largely unchanged.</p> <p>Children understand that railways affected rich people's leisure activities, especially seaside holiday, etc which gradually extended to middle class and then bank holidays.</p> <p>Children understand that by the end of the reign there were many more forms of transport including motor cars for the very rich, enabling wider variety of leisure pursuits.</p> <p>Changes in transport were often slower than might be expected because of fear of change.</p> <p>Children will learn about Henry Ford and Karl Benz and their contributions to the development of transport.</p> <p>Local link to Perkin's Engines</p> <p>Children will learn of the differing impact of development of transport on the rich and the poor.</p>	<p>trams, underground) on timeline</p> <p>Children annotate street scene from c1900 showing different forms of transport, then look at a photograph from now to see which forms of transport were more recent than Victorian times</p> <p>Read children examples of reactions of people in 1930s to locomotives and to car in early C20th. Remind children that change not always immediate; some people prefer old ways and resist change • children carry out a case study of Brunel .</p>		
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<p>How was going to school different for rich and poor?</p>	<p>Children understand that compulsory education came with the Victorians, contrast with earlier non-compulsory provision, paid provision Children grasp that even with 1870 Act many children still went to work Children make deductions from photographs about what typical lessons would be like, e.g. repetitive (same pictures on wall) strict (visit to living Victorian schoolroom - teachers' canes/artefacts), overcrowded, hard to write without making blots on copybook/slates, unimaginative, (all draw same object), gloomy (high windows). Children realise that rich educated privately, idea of public schools</p> <p>Children will learn how schools differed for rich and poor.</p>	<p>Children evaluate BBC TV programme.</p>		<p>Take part in a debate and write a persuasive text</p>
<p>Were the Victorian times a Dark Age or a Golden Age?</p>	<p>Children understand that this period can be interpreted differently depending on what aspect is given greatest emphasis Children understand that textbooks give different impressions</p>	<p>Distribute pictures you have carefully chosen to class – half get negative images, half positive. Record adjectives pupils give you about their image on whiteboard, positioning the words in place matching where children</p>		<p>Write and perform a speech summarising their views on the Victorian period</p>

	<p>Historians also differ as to how they see the period</p> <p>Children grasp that our selection of material can create different images of the past</p> <p>Children will learn that impressions of the Victorian era will vary.</p>	<p>are sitting. Why do we have negative comments on one side of board and positive on other? Children realise depends on evidence you use.</p> <p>Consolidate this by asking children to fill out a tally sheet for each school library book on the Victorians recording on positive, negative and not sure columns what pictures say. Then discuss differences. Why are some books more favourable than others? Is it the topic they focus on, eg: glories of empire/inventions or life of factory child?</p>		
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