

Topic: Vile VictoriansTerm: Autumn 1Topic Length: 6 wks

INTENT	Vision	Together we all discover, learn, grow and succeed										
	Values	W	A	R	M	T	H					
		Well-Being	Aspire	Relationships	Motivation	Trust	Holistic					
	Curriculum Design	<i>The development of subject specific skills and learning behaviours coupled to the acquisition of knowledge</i>										
Learning Behaviours			Disciplinary Knowledge			Substantive Knowledge						
Attitudes and attributes for learning and life			Know How – Subject specific thinking and problem solving			Know What – Deep learning of the key knowledge						
IMPLEMENTATION	Our 10 Key Principles for Effective T&L	High Aspirations	Inspire and Challenge	Pupil Progress	Positive Habitats	Variation	Developing Learning Behaviours	Relationships	Questioning and Feedback	Assessment for Learning	Subject Knowledge	
	Topic Purpose	<i>To discover how lives changed in the Victorian Era.</i>										
		<i>To be able to explain the theory of evolution and compare and contrast the Big Bang theory with Creation.</i>										
	Hook: Visit to Morwellham Quay. 'A day in the life of a Victorian Child'							Celebration: Create an informative display of the children's Victorian learning across the subjects in a central area of the school.				
	Main Subjects	History			RE				Science			
Key Performance Indicators	<ul style="list-style-type: none"> Collect information from a range of sources and draw conclusions to show how ways of life differed greatly across Victorian society. Assess how the changes in the era affected people's lives. State the years of the Victorian Era and dates of key events. Explain revolutionary developments in industry and transport. Name important figures and know the impact they had during Victorian times. 			<ul style="list-style-type: none"> Understand Christians believe that the Earth was created by God and how it helps them to lead their lives. Evaluate how the Big Bang theory and the Creation story can be complementary. Evaluate how the Big Bang Theory and the Creation story can conflict. Understand Christians can interpret the Creation story in different ways. 				<ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Identifying scientific evidence that has been used to support or disprove ideas or arguments. Analyse the advantages and disadvantages of specific adaptations. 				
Our Overarching Themes	Relationships	Mastery	Community	Vocabulary / Oracy	Being Healthy / Active	Equity of Education	Developing Learning Behaviours	Fluency				



Discrete Learning Opportunities

During the topic, the following subjects will also be taught. Although there will be some connection to our current topic, the learning is more discrete:

(e.g. computing, PE, music, MFL, PSHE, RE, etc...)

Subject	Key Performance Indicators
Computing	Communication. <ul style="list-style-type: none"> • Searching the internet, • Ranking searching results, • How are searches influenced • Communicating responsibly.
PE	Net and wall (Volleyball) Play competitive games, modified where appropriate [volleyball], and apply basic principles suitable for attacking and defending <ul style="list-style-type: none"> • Using the dig and set to defend and the spike to attack.
PSHE	Jigsaw – Being me. <ul style="list-style-type: none"> • Setting our goals and values for the future.



Key Objective Progression

Prior Knowledge	Year 6 – Vile Victorians- Key Objective	Future Learning
<p>Year 4- The Roman empire and its impact on Britain Year 3- changes from the Stone Age to the Iron Age Year 5- a study of an aspect or theme in British history that extends pupils knowledge beyond 1066. The impact on children of WW2</p>	<p>History - Collect information from a range of sources and draw conclusions to show how ways of life differed greatly across Victorian society.</p> <p>History - Assess how the changes in the era affected people’s lives. State the years of the Victorian Era and dates of key events.</p> <p>History - Explain revolutionary developments in industry and transport.</p> <p>History - Name important figures and know the impact they had during Victorian times.</p>	<p>KS3- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world</p> <p>KS3- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>
<p>Lower Key Stage 2 – describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p>	<p>Science - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>KS3- reproduction in humans (as an example), including the structure and function of the female and reproductive systems, menstrual cycle (without hormones),</p>
<p>Lower Key Stage 2 – explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>Science - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>KS3- Inheritance, chromosomes, DNA and genes</p> <ul style="list-style-type: none"> • heredity as the process by which genetic information is transmitted from one generation to the next • a simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model • differences between species • the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation • the variation between species and between individuals of the same species meaning some organisms compete more successfully, which can drive natural selection • changes in the environment which may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction
<p>Lower Key Stage 2 – recognise that living things can be grouped in a variety of ways.</p>	<p>Science - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	



		<ul style="list-style-type: none"> the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material
Lower Key Stage 2 – identifying differences, similarities or changes related to simple scientific ideas and processes.	Science - Identifying scientific evidence that has been used to support or disprove ideas or arguments.	KS3- identify further questions arising from their results
Lower Key Stage 2- Use straight forward Scientific evidence to answer question or to support their findings. Report on finding from inquires including written and oral reporting.	Science - Analyse the advantages and disadvantages of specific adaptations.	KS3- evaluate data, showing awareness of potential sources of random and systematic error
Lower Key Stage 2 - will depend on the scheme used in the new RE scheme.	RE - Understand Christians believe that the Earth was created by God and how it helps them to lead their lives.	KS3- No national curriculum for RE – will need to speak to RE Mat lead learner to find out schemes in KS3
	RE - Evaluate how the Big Bang theory and the Creation story can be complementary.	
	RE - Understand Christians can interpret the Creation story in different ways.	
	RE - Evaluate how the Big Bang Theory and the Creation story can conflict.	