



**Topic: Vile Victorians**

**Term: Autumn 1**

**Topic Length: 6 wks**

<b>INTENT</b>	Vision	Together we all discover, learn, grow and succeed									
	Values	<b>W</b>	<b>A</b>	<b>R</b>	<b>M</b>	<b>T</b>	<b>H</b>				
		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>									
<b>Learning Behaviours</b>			<b>Disciplinary Knowledge</b>				<b>Substantive Knowledge</b>				
Attitudes and attributes for learning and life			<b>Know How</b> – Subject specific thinking and problem solving				<b>Know What</b> – Deep learning of the key knowledge				
<b>IMPLEMENTATION</b>	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>									
		<b>Hook:</b> Visit to Morwellham Quay. 'A day in the life of a Victorian Child'					<b>Celebration:</b> Create an informative display of the children's Victorian learning across the subjects in a central area of the school.				
	Main Subjects	<b>History</b>				<b>RE</b>				<b>Science</b>	
Key Performance Indicators	<ul style="list-style-type: none"> <li>Collect information from a range of sources and draw conclusions to show how ways of life differed greatly across Victorian society.</li> <li>Assess how the changes in the era affected people's lives.</li> <li>State the years of the Victorian Era and dates of key events.</li> <li>Explain revolutionary developments in industry and transport.</li> <li>Name important figures and know the impact they had during Victorian times.</li> </ul>				<ul style="list-style-type: none"> <li>Understand Christians believe that the Earth was created by God and how it helps them to lead their lives.</li> <li>Evaluate how the Big Bang theory and the Creation story can be complementary.</li> <li>Evaluate how the Big Bang Theory and the Creation story can conflict.</li> <li>Understand Christians can interpret the Creation story in different ways.</li> </ul>				<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>Identifying scientific evidence that has been used to support or disprove ideas or arguments.</li> <li>Analyse the advantages and disadvantages of specific adaptations.</li> </ul>		
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"> <li>• Searching the internet,</li> <li>• Ranking searching results,</li> <li>• How are searches influenced</li> <li>• Communicating responsibly.</li> </ul>
PE	Cricket <ul style="list-style-type: none"> <li>• Develop a broader range of techniques and skills for attacking and defending.</li> <li>• Develop consistency in their skills.</li> <li>• Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</li> <li>• Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</li> <li>• Understand why exercise is good for their fitness, health and wellbeing.</li> <li>• Choose and use information to evaluate their own and others’ work.</li> </ul> Gymnastics – Counter balance <ul style="list-style-type: none"> <li>• Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas.</li> <li>• Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional\ principles.</li> <li>• Understand why warming-up and cooling-down are important.</li> <li>• Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves.</li> <li>• Carry out warm ups safely and effectively.</li> <li>• Understand why warming-up and cooling-down are important.</li> <li>• Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves.</li> <li>• Carry out warm ups safely and effectively.</li> <li>• Evaluate their own and others’ work.</li> </ul>
PSHE	Jigsaw – Being me. <ul style="list-style-type: none"> <li>• Setting our goals and values for the future.</li> </ul>



**Key Objective Progression**

Prior Knowledge	Year 6 – Vile Victorians- Key Objective	Future Learning
<p><b>Year 4-</b> The Roman empire and its impact on Britain  <b>Year 3-</b> changes from the Stone Age to the Iron Age  <b>Year 5-</b> a study of an aspect or theme in British history that extends pupils knowledge beyond 1066. The impact on children of WW2</p>	<p><b>History</b> - Collect information from a range of sources and draw conclusions to show how ways of life differed greatly across Victorian society.</p> <p><b>History</b> - 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><b>History</b> - Explain revolutionary developments in industry and transport.</p> <p><b>History</b> - Name important figures and know the impact they had during Victorian times.</p>	<p><b>KS3-</b> 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><b>KS3-</b> 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><b>Lower Key Stage 2</b> – describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p>	<p><b>Science</b> - 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><b>KS3-</b> reproduction in humans (as an example), including the structure and function of the female and reproductive systems, menstrual cycle (without hormones), .....</p>
<p><b>Lower Key Stage 2</b> – explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p><b>Science</b> - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><b>KS3- Inheritance, chromosomes, DNA and genes</b></p> <ul style="list-style-type: none"> <li>• heredity as the process by which genetic information is transmitted from one generation to the next</li> <li>• 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</li> <li>• differences between species</li> <li>• the variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation</li> <li>• the variation between species and between individuals of the same species meaning some organisms compete more successfully, which can drive natural selection</li> <li>• 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</li> </ul>
<p><b>Lower Key Stage 2</b> – recognise that living things can be grouped in a variety of ways.</p>	<p><b>Science</b> - 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"> <li>the importance of maintaining biodiversity and the use of gene banks to preserve hereditary material</li> </ul>
<b>Lower Key Stage 2</b> – identifying differences, similarities or changes related to simple scientific ideas and processes.	<b>Science</b> - Identifying scientific evidence that has been used to support or disprove ideas or arguments.	<b>KS3-</b> <u>identify further questions arising from their results</u>
<b>Lower Key Stage 2-</b> Use straight forward Scientific evidence to answer question or to support their findings. Report on finding from inquires including written and oral reporting.	<b>Science</b> - Analyse the advantages and disadvantages of specific adaptations.	<b>KS3-</b> <u>evaluate data, showing awareness of potential sources of random and systematic error</u>
<b>Lower Key Stage 2 - will depend on the scheme used in the new RE scheme.</b>	<b>RE</b> - Understand Christians believe that the Earth was created by God and how it helps them to lead their lives.	<b>KS3- No national curriculum for RE – will need to speak to RE Mat lead learner to find out schemes in KS3</b>
	<b>RE</b> - Evaluate how the Big Bang theory and the Creation story can be complementary.	
	<b>RE</b> - Understand Christians can interpret the Creation story in different ways.	
	<b>RE</b> - Evaluate how the Big Bang Theory and the Creation story can conflict.	