

Topic: A Victorian Christmas**Term: Autumn 2****Topic 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 more about the lives of Victorians and in particular the art and crafting styles of the era.</i>									
		Hook: Discovering what Christmas was like in the Victorian era and where our modern traditions come from.					Celebration: To create a Victorian inspired cam toy and William Morris inspired bag that can be taken and used at home.				
	Main Subjects	Art					DT				
	Key Performance Indicators	<ul style="list-style-type: none"> Explore, select and record first-hand observations and historical information in a sketchbook about the life and work of William Morris. Investigate and complete, block, half drop and reflected repeated of a simple William Morris inspired pattern. Understand how to mix paints in order to create the 'distemper' colours used by William Morris. Explore the use of lino as a method for printing. Compare and comment on ideas, methods and approaches in their own and others work and adapt and improve their work to realise their own intentions, and describe how they might develop it further. 					<ul style="list-style-type: none"> Understand and use mechanical systems of cams. Use research and develop design criteria to inform the design of a Victorian cam toy that is suitable for a Victorian child. Select from and use a wider range of tools and equipment to perform practical tasks (gluing, measuring, cutting and drilling) Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 				
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	Online Safety <ul style="list-style-type: none"> • How to report worries, • Respecting online boundaries, • Understanding the pressure technology can place on us.
PE	Play competitive invasion games, modified where appropriate [football], and apply basic principles suitable for attacking and defending. <ul style="list-style-type: none"> • Principles of a game – scoring, out of play, rules. • Principles of attacking – passing then movement, moving with the ball, movement into space. • Principles of defending – marking the opposition, position on a pitch, tackling the opposition.
Music	Play a variety of tuned instruments with increased control, perform and play melodies using correct notations <ul style="list-style-type: none"> • To read and follow simple musical notations • Play and repeat melodies on ukulele (open strings CGEA) • Perform Victorian Street cries as a round • Chime bars- Perform French songs (Vive le vent/ Mon Beau Sapin) following notations with Chime bar Accompaniments
MFL	French – Transport , En Ville and Direction - ask and answer simple questions, read and understand the main points of a written text <ul style="list-style-type: none"> • Learn to ask for directions places in a town • Recap masculine and feminine nouns • Learn types of transport • Introduce the French verb ‘aller’ (to go)
PSHE	Jigsaw – Celebrating differences. <ul style="list-style-type: none"> • Understanding that people have different views about what is normal based on their lived experiences. • Understanding and accepting differences between people.



Key Objective Progression

Prior Knowledge	Year 6 - Our Voyage into space- Key Objective	Future Learning
<p>Previous artists studied: KS1 Van Gogh (Surrealist artist) Jackson Pollock (Abstract artist) Georgia O’Keefe (Modernist artist) Andy Goldsworthy (Sculpture and land art) KS2 Local Artist (Impressionism) Giuseppe Archimboldo (Collage) Pauline Baynes (Illustration) William Morris (Art and craft- Pattern designer in a range of mediums)</p>	<p>Art- Explore, select and record first-hand observations and historical information in a sketchbook about the life and work of William Morris.</p>	<p>KS3- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. To learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</p>
<p>Year 5- To improve their mastery of art and design techniques – drawing – using different techniques to create line, tone and shade to create form.</p>	<p>Art- Investigate and complete, block, half drop and reflected repeated of a simple William Morris inspired pattern.</p>	
<p>Year 3- Make as many tones of one colour as possible using primary colours and white. Darken colours without using black. Mix colours to match those of the natural world – colours that might have a less defined name.</p>	<p>Art- Understand how to mix paints in order to create the ‘distemper’ colours used by William Morris.</p>	<p>KS3- To use a range of techniques and media, including painting.</p>
<p>Year 5- To improve their mastery of sculptural techniques by adapting and modifying work including using relief to create form.</p>	<p>Art- Explore the use of lino as a method for printing.</p>	<p>KS3- To increase their proficiency in the handling of different materials.</p>
<p><u>Part of every Year group’s art learning</u></p>	<p>Art- Compare and comment on ideas, methods and approaches in their own and others work and adapt and improve their work to realise their own intentions, and describe how they might develop it further.</p>	<p>KS3- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>



<p>Year 3- Understand and use mechanical systems in their products – levers and linkages.</p>	<p>DT- Understand and use mechanical systems of cams.</p>	<p>KS3- Understand how more advanced mechanical systems used in their products enable changes in movement and force.</p>
<p>Year 5- Linked to Make do and mend- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p>	<p>DT- Use research and develop design criteria to inform the design of a Victorian cam toy that is suitable for a Victorian child.</p>	<p>KS3- Use research and exploration, such as the study of different cultures, to identify and understand user needs. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations.</p>
<p>Year 5- Linked to Make do and mend- Select from and use a wider range of tools and equipment to perform practical tasks accurately (sewing).</p>	<p>DT- Select from and use a wider range of tools and equipment to perform practical tasks (gluing, measuring, cutting and drilling)</p>	<p>KS3- Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties.</p>
<p>Year 5- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work,.</p>	<p>DT- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>KS3- Test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups.</p>