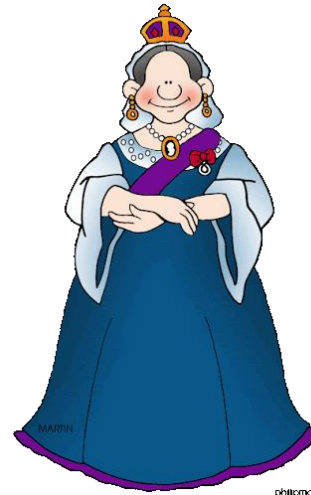


# Year 6

## TOPIC FOCUS/TITLE: The Victorian Era

### HISTORY:

- I can place the Victorian era on a chronological timeline.
- I can place specific events on a timeline by decade.
- I can place features of historical events/ people in a chronological framework.
- I can summarise how Britain has had influenced world history.
- I can describe features of historical events/ people.
- I know something about the impact of the Industrial Revolution.
- I know how Lord Shaftesbury improved children's lives.
- I can look at two different versions and say how the author may be attempting to persuade.
- I can explain how children in Victorian era worked and were educated.
- I know about Queen Victoria's Legacy.
- I know something about how railways changed in Britain.



### GEOGRAHY:

- I can name a locate the countries which were part of the British Empire during Victoria's reign.
- I can show on a map of UK how railway networks expanded between major cities during Victorian era.
- I can map land use - related to Industrial Revolution and Midlands/ North - miners and factory workers.
- I can describe places (historically) and explain differences/ similarities according to human features.
- I know what's Littlehampton in the Victorian era was like.

### ART & DESIGN:

#### **Printing**

Look at the range of designs by William Morris and discussed his inspiration - he was a designer by trade. Have a collection of samples to handle and work from.

- I can print using a number of colours which I have mixed.
- I can overprint to create patterns and effects.
- I can use other materials to enhance and embellish my painting.
- I can use textile and sewing skills to add detail into my product.

Make 2 x fabric prints on calico and used as book covers.  
Linked to design technology.

### COMPUTING:

#### **Algorithms and Programs Unit**

This has not been linked to the topic – unless one can be forged

Teach skills needed to fulfil National Curriculum

### DESIGN TECHNOLOGY:

#### **Materials and Construction**

- I can work with accuracy and precision.
- I can justify my choices/ designs in terms of audience.
- I can hide joints to improve aesthetic quality of my product.
- I consider how my product could be sold
- I can consider culture & society in my plan and design

Create a canvas bag - William Morris prints. Possibly sell for charity.

Linked to art and design.

### MUSIC:

Learn to play the ukulele/P Trumpet with West Sussex Music Service

This will also cover rhythm and performance objectives

### RESOURCES:

historyetc.com has a good page on railways and the impact of them. [www.campop.geog.cam.ac.uk](http://www.campop.geog.cam.ac.uk) has history and growth of railway routes with comparative maps.

### LITERACY:

Oliver Twist could be a quality text to look at along with a wide range of non-fiction texts for research

### TAKE HOME TASK:

Watch the YouTube film of the Great exhibition. Focus on the exhibits. Children to select one of the items displayed and research at home. Perhaps make a model with short explanatory text.

### VISIT:

Littlehampton Museum - displays and activities related to Littlehampton during Victorian era.