

A Child in Victorian London

Science and Technological Understanding

L16 – To investigate, identify and explain the benefits of micro – organisms and the harm they can cause.

(The benefits include breaking down waste and use in the making of bread, the harm including causing disease and making food go mouldy.)

I know that there are organisms that are too small to be seen.
I know that micro – organisms may be beneficial.
I know that micro – organisms may be harmful
I know that there are very small organisms that can cause illness and decay.
I know that these micro – organisms feed, grow and reproduce like other organisms.
I can suggest ways of preventing the spread of harmful organisms.
I know that micro – organisms can change in population depending on conditions.
I know that micro – organisms are used in bread making.
I know that micro – organisms are used in foods (cheese and yogurt).
I know that micro – organisms cause food to go mouldy.

Discrete

L11- To investigate combinations of forces.

I can identify weight as a force.
I know that more than one force can act on an object.
I can measure forces with a Newton meter accurately.
I can draw force arrows on a diagram.
I can explain air resistance using the correct vocabulary.
I know that every object has an equal and opposing force.
I can explain that friction is a force that slows down moving objects and can stop them from moving.
I know that weight is a force measured that is measured in Newtons.
I can describe some situations where there is more than one force acting on an object.
I can draw diagrams to show forces acting on an object.
I can use force meters accurately to measure forces.
I can explain that water resistance affects a falling object.
I can explain the affects of up thrust on a falling object.
I know that when objects are pushed or pulled, an opposing pull or push back can be felt.

Historical, geographical and social understanding.

L1 – How societies have been organised and governed in different ways and at different times.

I can identify some of the differences between how society in our country was governed and structured in the Victorian period compared to the present day (e.g.)
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I can describe some of the major figures of the period (e.g. Queen Victoria, Isambard Kingdom Brunel etc) list their achievements and say why they were important.
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I can start to recognise similarities and differences between different periods in history
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I can begin to select and combine information from different sources
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L4 – How rights need to be balanced to protect individuals and communities from injustice.

I can identify how the rights of a child in Victorian London and Modern day London are different
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I can identify ways in which the rights of individuals changed during the Victorian period and the cases and consequences of this

L12 – The characteristic features of and changes within two key periods of history that were significant to the locality and the UK.

I can describe some of the major changes of the Victorian period (e.g.) and say what some of the causes and consequences were

I can begin to select and combine information from different sources
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L14 – To understand the broad chronology of major events in the UK and some key events in the wider world, from ancient civilisations to the present day, and to locate within this the periods, events and changes they have studied.

I can describe some of the major events of the Victorian period (e.g.) and say what some of the cases and consequences were

I can begin to select and combine information from different sources
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Additional statements:

I can show a sense of chronology by sequencing major periods within history from Ancient Greece to the present day

Scientific and Technological Understanding

L5 To explore and explain how significant innovations and inventions have come about and how they have changed the way people live. (this includes exploring the contributions of historically significant scientists, technologists and engineers)

I can identify at least 2 important scientists, engineers or inventors from the Victorian period (e.g.)

I can identify their achievements and how they changed the way people lived in the Victorian period

I can make a short speech to an audience about one of these people that I have chosen

Understanding the arts

L2- The diverse roles of the arts within the cultures of their locality and the wider world

I can look at and discuss a range of painting/drawings – Art Nouveau, William Morris

I can use a variety of source materials.

L3- To select and use appropriate ICT tools and techniques to develop and refine their ideas across the arts.

I can use a camera to explore, develop and improve my composition.

L4- To investigate, explore and record information, to appreciate aesthetic qualities and generate imaginative ideas.

I can select media and techniques to produce a painting.

I can investigate techniques in my sketchbook such as: a range of tones, texture, highlights and shadows

I can use a wide variety of dry media: charcoal, chalks, pastels, soft pencils etc.

I can make different marks with dry and wet media.

I can design a picture in the style of the artist studied.

PDHW – Discrete

L26 To show initiative and take responsibility for activities that develop enterprise capability. (this includes further developing enterprise capability such as organising and hosting events and performances, designing outdoor trails and selling products)

To plan an event with a limited budget

I can plan an event in order to raise money

I can plan the order of events

I can make necessary resources

I can keep account of money raised

Buddhism

Birth of the Buddha

I can explain the events surrounding the birth of the Buddha and say why he was considered special

I can draw parallels between the Buddha and special people in my own life

I can explain the meaning of the Four Noble Truths

I can understand the Eightfold Path

Buddhist Symbols

I can find out the meanings of some Buddhist symbols

Buddhist stories

I can describe what might be learnt from a Buddhist story

I can express my opinions about issues raised in Buddhist stories

Christmas

How is Christmas celebrated around the world?

I can research how Christmas is celebrated in at least one different country
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I can compare and contrast how it is celebrated in Britain
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I can extend my learning of the basic elements of the Christmas story

Speaking and Listening Opportunities

5R's: Reflective, Relationships, Resilient, Resourceful, Risk Taking

PSHE

Inquire, Research, Investigation