

## History

WALT – Put events into chronological order (key events during the Victorian period)

WALT – The past is interpreted in many ways

WALT – Give reasons why the past is interpreted in different ways

WALT – Describe and make links between the main events and changes in the Victorian era

WALT – Ask and answer questions e.g. Victorian innovation and invention

WALT – Identify the changes in work and transport on the lives of Victorians

WALT – Identify the impact of significant Victorians e.g. Thomas Barnardo

## Design and Technology/Art

(Cooking and nutrition)

WALT – Understand and apply the principles of a healthy and varied diet

WALT – Prepare and cook a savory dish using a range of cooking techniques

WALT – Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed

(Children could make a Victorian stew or Victorian sponge)

WALT - collect visual and other information (focus on Victorian imagery)

WALT - investigate a variety of artistic styles and traditions in Victorian times e.g. Edmund Leighton

WALT - use Victorian Decoupage (make Christmas card)

## Geography

WALT - Ask Geographical questions e.g. the impact of the land- scape on railway and canal construction

WALT - Analyse evidence and draw conclusions e.g. compare location of key railway and canal links in Victorian times.

WALT - Identify and explain the views of people about geographical issues (e.g. role play, debates for and against the location of factories, railways and canals)

WALT - Use appropriate Geographical vocabulary i.e. relating to transport, industry and the physical landscape

WALT - Use maps and plans on a range of scales i.e. plot key wealthy Victorian towns and cities, railway and canal networks

WALT – Name and locate countries, cities and regions of the UK

## Science (Animals including humans)

WALT – Describe the changes as humans develop to old age

WALT - plan enquiries, including recognising and controlling variables where necessary

WALT - take measurements, using a range of scientific equipment, with increasing accuracy and precision

WALT - record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models

WALT - report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.

WALT - present findings in written form, displays and other presentations.

WALT - use test results to make predictions to set up further comparative and fair tests.

WALT - use simple models to describe scientific ideas

# The Victorians

## YEAR 5 Autumn Term

## Computing

WALT - Develop and refine ideas and organise information (devise a poster /multi media presentation on a key Victorian event e.g. the coming of the railways, the building of a factory, social housing or a key Victorian Christmas event)

WALT – Experiment with different viewpoints when filming

WALT – Use video footage effectively in presentations (E.g. life in the workhouse/down the mines)

WALT – Edit music and video footage (I-Movie)

WALT – Write and test algorithms to solve problems (algorithms-BEE BOTS)

WALT – Debug our algorithms (BEE-BOTS, LOGO)

## Music

WALT - Change the pitch and loudness of sound produced by vibrating objects

WALT - Play by ear and using notation instruments with control and rhythmic accuracy maintain their own part

WALT - Practise, rehearse and present performances with an awareness of the audience

WALT – Compose (Brass)

## **RE/SMSC**

- WALT– Empathise with others (poor Victorian children)
- WALT– Describe some religious beliefs and teachings (in Victorian times) Methodists, Baptists
- WALT - Explain what inspires and influences us
- WALT - Apply our ideas to our own lives and those of others.
- WALT - Understand beliefs and practices of different religions e.g. Victorian Christmas

## **Spanish**

(Food and music)

- WALT – Listen to and repeat new vocabulary
- WALT – Engage in conversations, expressing opinions
- WALT – Speak in simple sentences and be understood
- WALT – Present ideas and information orally
- WALT - Describe people, places and things
- WALT – Understand basic grammar, e.g. gender
- WALT – Read and understand simple sentences

## **PE**

(Hockey skills and dance)

- WALT – Demonstrate a range of controlled passing, receiving, striking, dribbling and shooting skills
- WALT – Show specific attacking and defending skills (e.g. marking a player)
- WALT – Identify aspects of play that need improvement and suggest how to improve them
- WALT – Use visual stimuli as a starting point for dance
- WALT – Work in small groups to develop and perform ideas
- WALT – Perform with clear dynamics and precise footwork
- WALT – Use props as an integral part of dance

## **British Values**

### **Role Play**

Victorian role play, e.g. home, school, pit

## **Mini Topics**

Crime and Punishment  
Inventors and Inventions

## **Outdoor Curriculum**

- WALT –Suggest ways to improve our work.
- WALT-Use tools safely and correctly.
- WALT-design and make a Victorian Toy
- WALT-Collect relevant materials
- WALT-Design and make artifacts.
- WALT-Evaluate and improve.