

Topic - Our Local Area (Victorians)

Term 1, 2019-20

Oatlands

Vocabulary	<p>History - anachronism, chronological order, era/period, The Victorians, investigate, research, evidence, Why...?, Historians, experts, letters, newspapers, websites, detective, opinion, artefact, What...? When...? Where...?, timeline, living memory, toys, inventions, modern, homes, photograph, painting, mechanical, similar, differences, century.</p> <p>Geography - atlas, building, Britain, centre, church, county, cottage, north, east, south, west, directions, compass, Key, forward, farm, Europe, map, path, position, road, river, school, village, turn, symbol, shop.</p> <p>Science - wood, metal, plastic, glass, brick, rock, paper, cardboard, squashing, bending, twisting, stretching, John McAdam, macadamisation, inventions, inventors,</p>
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		Week 1	Week 2	Week 3	Week 4
<p><u>Texts:</u> Beauty and the Beast</p> <p>How the whale became</p> <p>Oliver Twist</p>	Science	<p>Assessing Prior Knowledge What do the children already know about materials. Create vocab for the display. Which words are new to us? What questions do we think we can find out through our topic?</p>	<p>Identifying Uses To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by identifying the uses of different materials.</p>	<p>Out and About To identify and classify the uses of everyday materials, in the context of the local area. To gather and record data to help in answering questions, by exploring the purposes of different objects.</p>	<p>Comparing Suitability To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, by exploring the purposes of different objects.</p>
	Topic	<p>Discuss with the children what they would like to learn about our topic of 'Our local area'. Children to create questions in pairs and then table groups. Create what we already know and what we would</p>	<p>Victorian House To develop knowledge of the location of significant places in the context of children's own locality. To use simple observation/fieldwork skills to study the immediate</p>	<p>Maps of the local area To use simple fieldwork and observation skills to study the school in the context of children's own locality/school. To devise a simple map and use basic symbols in a key. To describe the location of features and routes</p>	<p>Victorian schools Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Look at the pictures of Victorian schools and then</p>

		<p>like to find out poster together as a class.</p> <p>Questions-</p> <p>What do you want to find out?</p> <p>What do you know about Aston?</p> <p>What do you know about our local area?</p> <p>What do you know about the Victorians?</p> <p>Challenge: Look at the Victorian timeline on display and discuss what particular things we would be interested to find out about and why? Write answers.</p>	<p>surroundings. In the context of children's own locality.</p> <p>To use simple observation/fieldwork skills to study the immediate surroundings.</p> <p>Go for a walk around the school and Aston, observing the different styles of houses/buildings. Take pictures to take back to school.</p> <p>What are the buildings made of?</p> <p>How do we know which ones are older and which are newer?</p> <p>Once back at school. Compare the photos to the pictures of Victorian houses and sort them into 2 groups.</p> <p>Challenge Task: Children to complete the 'find it' task using google maps.</p>	<p>on a map in the context of children's own locality/school.</p> <p>To develop & follow directional vocabulary in the context of children's own environment.</p> <p>To recognise a range of map symbols and understand their use.</p> <p>Create a map of Aston using the pictures from last week and google maps/earth. Encourage the children to use directional language.</p> <p>Discuss what a key is and look at some simple maps in atlases.</p> <p>Where was _____?</p> <p>How near was _____ to _____?</p> <p>Can you give me directions of how to get to _____?</p> <p>Play the compass direction game together as a class.</p> <p>Challenge Task: Work with a partner to complete the compass challenge cards.</p>	<p>more specifically the pictures of Aston in the past.</p> <p>Children to work together to find similarities and differences about the building and fill out the grid together.</p> <p>How are schools similar / different to Victorian times?</p> <p>How did the teachers differ?</p> <p>What was different about the lessons?</p> <p>Were Victorian schools strict?</p> <p>Would you have liked going to school in Victorian times?</p> <p>Then use books, internet and prepared powerpoint to explore schools in more detail and how they differed to today.</p> <p>Children to set up the classroom like a Victorian school and to follow the Victorian style rules.</p> <p>Challenge: To create a leaflet to explain what it would be like in a Victorian school.</p>
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	Topic	Coggs Farm Victorian trip Children to look at the photos from the trip and after a class discussion, write a recount of their day and what they learnt. Have prompts and photos available for the children to use. What did you find out that was new information? What did you enjoy the most and why? What happened first/next etc?	Victorian Toys Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Look together at some examples of Victorian toys and discuss what they might be, how they might work and who might of used them. Children to generate questions and comments in pairs. Compare them to toys we have today. In pairs, children to sort the pictures of toys into Victorian ones and modern day ones. Challenge: Create an tv advert to advertise a Victorian toy using challenging vocabulary.	Victorian Inventors Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Look at a range of inventions from the Victorian times. Children to work in pairs to pyramid order them into what they think are the best to the worst. (Most-Least useful) Talk through them as a class and reveal what they are if the children aren't sure. What did ____do? How do you think it worked? Do you think it is useful / why? Challenge: Children to sort some inventions into whether they think they were invented before/during/after the Victorian era.	Queen Victoria To know about the lives of significant individuals in the past who have contributed to national and international achievements-Queen Victoria. Discuss what we might already know about Queen Victoria. Look at a range of pictures of her throughout her life and discuss on tables. Use Queen Victoria powerpoint to learn more and then read the fact file together as a class. Children to write their own fact file about Queen Victoria using what they have learnt in the session. Who was Queen Victoria? Was she a good leader/ why? What did she do in her lifetime?

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	Art/DT	<ul style="list-style-type: none"> • Create a print using pressing, rolling, rubbing and stamping. They create a print like a designer. • They say how other artists have used colour, pattern and shape. They create a piece of work in response to another artist's work. • They join things (materials/ components) together in different ways. • They join materials together as part of a moving product. • They add some kind of design to their product. • Creating Dolly peg models • Making simple Victorian toys - optical illusion paper spinner / spring puppet • Making toys that include moving parts • Looking at William Morris Art 			