



Intent:	To understand the lives of children through the industrial revolution and compare that to the lives of children today.	
Starter:	Visit The Black Country Museum or Abbey Pumping Station.	
Core Texts:	Oliver Twist, A Child's Journey through the Industrial Revolution.	
Key Concepts:	Friendship, safety, human rights, home, emotions, respect, safety	
Outcome Pieces:	A character description from Oliver Twist., Diary Entry – tea-stained paper to show age of writing., Double page spread- comparing Victorian child to modern child, Postcard from City/Village, Scientist Study Report, Settings Description of a Workhouse.	
Enrichment:	Abbey Pumping Station- look at industrial technology, Black Country Museum, Geography Fieldwork - explore a local village	
Subject Area:	Statements:	Key Vocabulary:
Science	<ul style="list-style-type: none"> • Can I construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers? • Can I identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery? • Can I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit? • Can I identify common appliances that run on electricity? • Can I recognise some common conductors and insulators and associate metals with being good conductors? • Can I identify electrical hazards in school and at home? • Can I research a given scientist and understand the importance of the scientific work? (Thomas Edison) 	Diagram, Symbols, Electricity, Circuit, Appliances, Conductors, Insulators, Battery, Wires, Bulbs, Switch, Buzzer, Thomas Edison
	<p>National Curriculum:</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • identify common appliances that run on electricity. • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • recognise some common conductors and insulators, and associate metals with being good conductors. 	
Geography	<ul style="list-style-type: none"> • Can I understand that U.K is made up 4 countries? • Can I locate London and other cities on a map of the UK? • Can I identify what is in my local area and collect data from fieldwork? Tally amounts of shops, parks, homes, places of worship. • Can I create a present my data in a pictogram or bar chart? • Can I answer questions based on the data I have collected? Analysing. Whole class create a questionnaire about what the area lacks. • Can I complete fieldwork and retrieve information from people in my local area? • Can I understand the importance of the River Thames during the Industrial Revolution? • Can I understand the features of a village and research why people would want to live there? • Can I understand the features of a city and research why people would want to live there? 	Buildings, Countryside, Countries, Counties, Village, Cities, Locate, Population, Rural, Urban, Landmarks, Symbol/key, N,S,E,W



	<ul style="list-style-type: none"> • Can I use aerial maps to locate features of a city and village? • Can I compare and contrast urban and rural areas? 	
	<p>National Curriculum:</p>	<p><i>Pupils should be taught about/to:</i></p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<p>History</p>	<ul style="list-style-type: none"> • Can I understand what life was like before the Industrial Revolution? • Can I understand the importance of the Industrial Revolution? • Can I understand what the Industrial Revolution was and identify some major events from it? • Can I research what life was like for a child during the Industrial Revolution? (How they lived, worked, ate, clothes they wore, education, social and what they believed) • Can I compare life in London for a child now and in the 1830s? • Can I compare and understand the beliefs of a Victorian child and compare those to my own beliefs? 	<p>Chronology, Time lining, Sequencing, Compare, Contrast, Cause/Effect, Sources, Technology, Change</p>
	<p>National Curriculum:</p>	<p><i>Pupils should be taught about:</i></p> <ul style="list-style-type: none"> • study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
<p>Design Technology</p>	<ul style="list-style-type: none"> • Can I design a night-light? • Can I practise methods for making windows? • Can I create my night light? • Can I paint and decorate my night light? • Can I complete an evaluation? 	<p>Circuit. Design, Create, Model</p>
	<p>National Curriculum:</p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • 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. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
<p>Art</p>	<ul style="list-style-type: none"> • Can I practise sketching facial features?. • Can I Use my skills to sketch my self-portrait? • Can I explore skin tone and add colour to my self-portrait? • Can I evaluate my piece of artwork? • Can I research and understand L.S Lowry's life and background? Artist Study? • Can I unpick a Lowry masterpiece? 	<p>Tint, Tone, Shade, Hue, Imitation, Perspective</p>



	<ul style="list-style-type: none"> Can I practise the skills for Lowry's art using different media (pastels, charcoal and crayons) and evaluate the best one? Can I create a Victorian townscape similar to L. S. Lowry? 					
	National Curriculum:					
Music	<ul style="list-style-type: none"> Can I understand what graphic notation is and how to use it? Can I create an industrial sound scape using graphic notation? Can I appraise music by completing a Composer of the Month? 	Rhythm, Repeat, Duration, Pattern				
	National Curriculum: <i>Pupils should be taught to:</i> <ul style="list-style-type: none"> use and understand staff and other musical notations. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musician. develop an understanding of the history of music. 					
PSHE	<ul style="list-style-type: none"> Can I understand what heritage is? Can I explore my heritage and where my family originates from? 	Heritage, Diverse, Culture, Inherit				
	National Curriculum: See PSHE Subject Leader Document.					
Religious Studies	<ul style="list-style-type: none"> Can I create a pictogram representing my class's religious make up? Can I create a greetings video with different languages? Can I explore my family tree? Can I show respect to all types of family structures? Can I understand what light means to me? Can I understand the meaning of light in different religious stories and faiths? Can I compare the meaning of life in different faiths? 	Cathedral, Bible, Easter, Creation, Architecture, Ceremony, Creation, Green Issues, Pollution, Environment, Morals, Right, Wrong, Celebration, Inspire, Diversity, Community, Sacred texts, Belonging, Neighbour, New life				
	National Curriculum: See SACRE Document.					
Computing	<p>E-Safety – Project Evolve Strand 1 – Self Image and Identity Strand 2 – Online Relationships See Project Evolve Document.</p> <p>NCEE Unit 1: The Internet</p> <table border="1" data-bbox="353 1134 1359 1374"> <tr> <td>To describe how networks physically connect to other networks.</td> </tr> <tr> <td>To recognise how networked devices make up the internet</td> </tr> <tr> <td>To outline how websites can be shared via the World Wide Web</td> </tr> <tr> <td>To describe how content can be added and accessed on the World Wide Web</td> </tr> </table>	To describe how networks physically connect to other networks.	To recognise how networked devices make up the internet	To outline how websites can be shared via the World Wide Web	To describe how content can be added and accessed on the World Wide Web	<p>Networks, Protection, World Wide Web, Websites, Web pages, Uploaded, Ownership, Unreliability, recording, Save, Visual / Audio, File, Podcast, Exported, Accuracy, Repeat, Loop, Decompose, Debugging, Data set, Sensors, Import, Data logger, Composition, Appropriate, Programming language</p> <p>Internet, network, router, network security Network switch, server, wireless access point (WAP), router Website, web page, web address, router, routing, route tracing, browser World Wide Web, internet, content, website, web page, links, files Website, use, content, download, sharing, ownership, permission Information, sharing, accurate, honest, content, adverts</p>
To describe how networks physically connect to other networks.						
To recognise how networked devices make up the internet						
To outline how websites can be shared via the World Wide Web						
To describe how content can be added and accessed on the World Wide Web						



	To recognise how the content of the WWW is created by people		
	To evaluate the consequences of unreliable content		
National Curriculum:	Pupils should be taught to: <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		

Sequence of Lessons			
Lesson	Learning Challenge	Outcomes	Key Concepts
1. PSHE/ Geography	Can I understand what heritage is? Can I explore my heritage and where my family originates from?	World map display with pictures of pupils	Heritage, Migration, Home
2. R.E/PSHE	Can I create a pictogram representing my class's religious make up? Can I create a greetings video with different languages?	Pictogram in floor book Greetings video	Heritage, Diversity, Beliefs, Respect
3. PSHE	Can I explore my family tree? Can I show respect to all types of family structures?	Read 'The Great Big Book of Families' Family tree	Heritage, Diversity, Respect
4. Art	Can I practise sketching facial features? See Yr. 6 planning. Practise Drawing self-portrait.	Practise sheets for sketchbooks Complete initial evaluation.	Heritage
5. Art	Can I Use my skills to sketch my self-portrait?	Portraits	Heritage
6. Art	Can I explore skin tone and add colour to my self-portrait?	Portraits for display	Heritage
7. Literacy	Can I understand what autobiographies are? Look at WAGOLLS. Can I create a toolkit for autobiographies?	List of features for working wall.	Heritage
8. Speaking and Listening/ PSHE	Can I present my heritage box to the rest of my class? Complete a presentation quiz.	Self-presentation	Heritage
9. Literacy/ PSHE	Can I plan my autobiography? Read 'Red a Crayon's Story'.	Planning sheet	Heritage, Diversity
10. Literacy Day	Can I write my autobiography? Can I publish my autobiography?	Write up Polished piece	Heritage, Diversity
11. Geography	Can I understand that U.K is made up 4 countries? Can I locate London and other cities on a map of the UK?	Labelled map/atlas work Tally chart	Home, Heritage, Migration



	Can I identify what is in my local area and collect data from fieldwork? Tally amounts of shops, parks, homes, places of worship.		
12. Geography	Can I create a present my data in a pictogram or bar chart? Can I answer questions based on the data I have collected? Analysing. Whole class create a questionnaire about what the area lack.	Pictograms or bar charts Questionnaire sheet	Home, Heritage
13. Geography	Can I complete fieldwork and retrieve information from people in my local area?	Fieldwork	Home, Heritage
14. Literacy Day	Can I understand the features of a letter? Language features, organisational features Can I plan my letter? Can I write my letter?	Write up	Home, Heritage, Responsibility, Citizenship
15. History	Can I understand what life was like before the Industrial Revolution?	Bloom's questioning	Curiosity, Change
16. History	Can I understand the importance of the Industrial Revolution? Can I understand what the Industrial Revolution was and identify some major events from it?	Paragraph in books Timeline of key events	Power, Impact, Change,
17. History	Can I research what life was like for a child during the Industrial Revolution? (How they lived, worked, ate, clothes they wore, education, social and what they believed)	Take notes Comparative text in topic books/ DPS	Human rights, Poverty
18. History	Can I compare life in London for a child now and in the 1830s?		
19. R.E.	Can I compare and understand the beliefs of a Victorian child and compare those to my own beliefs?		
20. Music	Can I understand what graphic notation is and how to use it?	Composition on Madpad	Power
21. Music	Can I create an industrial sound scape using graphic notation?	Graphic notation in books	Power
22. Geography	Can I understand the importance of the River Thames during the Industrial Revolution?	Bloom's questions	Sustainability, Impact
23. Geography	Can I understand the features of a village and research why people would want to live there? Can I understand the features of a city and research why people would want to live there? Can I use aerial maps to locate features of a city and village? Can I compare and contrast urban and rural areas?	Postcard comparing the two Ariel map and key identifying features Bubble: Why did people during the IS move from Rural to Urban areas?	Migration, Change
24. Music	Complete COTM.		
25. Art	Can I research and understand L.S Lowry's life and background? Artist Study?	SPS on Lowry.	Poverty, Transition
26. Art	Can I unpick a Lowry masterpiece?	Townscape in the style of L. S. Lowry	



27. Art	Can I practise the skills for Lowry's art using different media (pastels, charcoal and crayons) and evaluate the best one? Can I create a Victorian townscape similar to L. S. Lowry?		
28. Science	Can I construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers? Can I identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery? Can I recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit?	Entry ticket Circuit experiments Write up findings	Sustainability, Curiosity
29. Science	Can I identify common appliances that run on electricity? Can I recognise some common conductors and insulators and associate metals with being good conductors? Can I identify electrical hazards in school and at home?	Conduction experiment Write up findings Exit ticket	Sustainability, Curiosity
30. Religious Studies	Can I understand what light means to me? Can I understand the meaning of light in different religious stories and faiths? Can I compare the meaning of life in different faiths?	Class Floor Book DPS	
31. Science	Can I research a given scientist and understand the importance of the scientific work? Thomas Edison	Fact file	Impact
32. D&T	Can I design a night-light? Can I practise methods for making windows? Can I create my night light? Can I paint and decorate my night light? Can I complete an evaluation?	Design sheet Windows practise sheet	Curiosity