

# Jennett's Park Creative Journey Planner YEAR 6 Spring Term

## *Empowering our children to flourish and achieve under God's love*

**Name of Unit: What did the Victorians do for us?**

**The Context ( Why):** To know and understand the impact of Queen Victoria on the development of Britain and how certain key elements (such as industrialisation) contributed to the changes of our local town compared to other cities in England and the impact of the British Empire on the rest of the world.

**They need to know and understand:**

**Geog**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

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- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**History**

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Victorian inventors

Art – style of William Morris, what is a pattern?

- about great artists, architects and designers in history
- to improve their mastery of art and design techniques, including drawing

Science:

Living things and their habitats

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

**Animals including humans**

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.
Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds
Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.
Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.

### **The Challenge or Big Questions**

- To know and understand the impact of Queen Victoria on the development of Britain and how certain key elements (such as industrialisation) contributed to this on a local and national scale – link to pepper moths covered in science in Term 1
- To explain the story of the development of Britain's industrialisation what life and entertainment was like during that period – link with WildBoy class text
- To ask and answer more complex questions about city changes during the Victorian period of industrialisation compared to now. Consider north/south divides
- To compare a range of sources of evidence (including maps, photos etc.) of the local area that contributes to our understanding of what life was like for people at this time
- To know the contrast in daily life in Reading compared to now
- To use reliable historical evidence to discuss the contrast between life before and after industrialisation

### **Real life context and links to Wider World (International/ Charity/ World of Work)**

Links to our parliament and our democracy and how it has changed.

The voting system in the UK and where we fit in.

The changes to our towns and cities

**Immersion Activity- What do they need to know? How are you going to start with a bang?**

**Immersive activity:**

**Plan their trip to Reading and then complete their trip**

### **Activities (Possible Route of learning)**

1. William Morris or Banksy art paintings- create their own pattern
2. Propaganda displays for Queen Victoria showing the good things she did/ bad things
3. Where did Queen Victoria develop trade- geography links of Empire
4. Make a historical documentary about Reading in Victorian times compared to now

### **Trips/ Visits / Experiences**

**Lego and music maestros**

**Victorian Trip to Reading**

### Challenge 10 activities

Graffiti Alley- what do you know about the Victorians already

Which image best represents...

Bagel feedback opportunities

### Oracy Links

Discussion about the research they find

Debates on the treatment of children in the workhouses

Feedback and critique galleries for art.

### Vocabulary

Industrial revolution, workhouses, monarchy

Ancestry, descendants

Democracy

Empire

### Literacy, Maths and Computing Links

Link to Victorians:

Character description of Wild Boy in class text

Recount of seeing Wild Boy in the freak show

Computing link: imovie for Victorian research: poor, rich, inventors, workhouses

### How we will cover Owl Learning Behaviours and Rainbow Values in this journey

C - *Collaboration*

O - *Optimism*

P - *Perseverance*

P - *Pride*

I - *Independence*

C - *Challenge*

MD - *Managing Distractions*

♥ Love ♦ Honesty 🏛️ Respect 🕊️ Peace

🙏 Forgiveness 🕒 Patience 🤝 Support

😊 Kindness & Joy

**Collaboration and challenge linked to group work**

**Pride – presenting their findings to peers**

### Home Learning Projects-

**Main focus: maths and English Sats preparation, with an opportunity to create a project to demonstrate their learning about the Victorians**

### Final Quality Products

**Make a historical documentary about Reading in Victorian times compared to now**

**Art work in sketch books of patterns and art work in the style of William Morris or Banksy**

**Science- display of their double page spreads of learning**

### How to Share and Celebrate Success

**Sharing assembly with parents or via Seesaw**