

<p><b><u>Links to Prior Learning</u></b></p> <p>Lights Camera Action – invention of film, light and sound</p> <p>Rocks and Metals – electrical circuits</p> <p>Flow – map work and compass direction</p>	<p><b><u>Substantive Knowledge</u></b></p> <p><b>History:</b> Study an aspect or theme (inventions through time) in British history that extends pupil’s chronological knowledge beyond 1066</p> <p><b>Science:</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit diagram</p>	<p><b><u>Cultural Capital</u></b></p> <p>Book: Oliver Twist, Cogheart Art: William Morris Music: Les Miserables, Oliver! (Musicals)</p> <p>Explore how inventions have changed lives for the better/worse Understand the wider impact of the British Empire across history and in present day</p>
<p><b><u>Key Questions</u></b></p> <p>Who was Queen Victoria? Was she a good queen? How did the British Empire change the world? How have inventions shaped our lives? What’s the best gadget ever invented? What could technology look like in 100 years’ time?</p>	<p><b><u>Revolution</u></b></p> <p><b><u>Yrs 5/6</u></b></p> <p><b><u>Disciplinary Knowledge</u></b></p> <p>Asking and answering questions – investigating – observing (science) Design – make – evaluate – technical knowledge (DT samplers) Map skills – direction (geography) Historical enquiry and questioning – chronology – similarities and differences – continuity and change – recording – (local history?)</p>	<p><b><u>Key Vocabulary</u></b></p> <p>Industrial revolution British empire Inventions, factories, workhouses Electrical circuit, battery/cell, motor, voltage Thomas Edison Isaac Singer Alexander Graham Bell Canal, rail network, urban migration</p>
<p><b><u>Throughout</u></b></p>	<p><b><u>Discrete</u></b></p> <p>Science – properties of materials French – Y5 Unit 12-13, Y6 unit 16, Computing – Sensing and microbits. PSHE – personal and group responsibility, relationships and how these change over time, high risk behaviours (including calling 999). Personal hygiene and basic first aid. RE –Y5 What did Jesus do to save human beings? Do Muslims need the Qur’an? RE – Y6 Salvation What difference does the resurrection make? &amp; People of God How can following God bring freedom and Justice?</p>	

<p><b><u>Maths Links</u></b></p> <p>Statistics – Pie Chart and line graphs of number of people living in cities during the industrial revolutions, exports from Great Britain, amount of children sustaining injuries from workhouses.</p>	<p><b><u>English Links</u></b></p> <p>Biography Explanation text Narrative</p>
<p><b><u>DT tools and techniques</u></b></p> <p>Research and appreciated of Charles Babbage, who designed the first computer. Sampler - children create a design exemplification to meet a design brief; chn make design and evaluate and edit against the design exemplification; chn make sampler using cross/back/running stitches.</p>	<p><b><u>Art tools and techniques</u></b></p> <p>William Morris Observational drawing detailed sketches of real flowers/plants then move on to creating patterns in the style of William Morris. 'The first council of Queen Victoria' by Sir David Wilki. Discussion – what does it tell us about politics and power at the start of Victoria's reign? Other artists: Victorian pre Raphaelite artists – John Everett Millais, Edward Robert Hughes, John William Waterhouse, Dante Gabriel Rossetti</p>
<ul style="list-style-type: none"> <li>• Industrial revolution: mass-increase in inventions and use of machinery → factories; move from countryside to towns or cities.</li> <li>• Impact of trains on industrialised world; development esp. of trains, cars and phones.</li> <li>• Victoria: queen 1837-1901. Iconic, long-reigning queen; relationship with Albert. Named Empress of India.</li> <li>• Victorians Many social changes. Explosion of factories, dependence on coal mining. Very dangerous jobs for children, but also saw compulsory school attendance for all children .</li> <li>• British Empire At its peak, Britain ruled a quarter of the world, and was so global it was said "The sun never sets on the British Empire".</li> </ul>	<p><b><u>Evaluation 2020/21</u></b></p>