

The Victorians

By the end of this topic we will...

Art

Understand the work of William Morris—how he was influential upon society and in the work of other artists and designers.

Have created a sketch book of designs based on the work of William Morris.

Have created an original piece of work which shows a range of influences and styles.

Have used a number of different art mediums to sketch ideas.

Design and Technology

Have created a William Morris inspired textile-

Selected the appropriate tools to etch a design onto a lino tile, looking for aesthetic qualities.

Show an understanding of the properties of materials; lino and cotton.

Have evaluated the finished product against the design criteria and the work of William Morris.

Languages

Listened attentively to spoken languages by joining in and responding.

Explored the patterns and sounds of language, through stories and rhymes.

History

Explained the Victorians as a significant turning point in history.

Developed a chronologically secure knowledge and understanding of British, local and world history during the Victorian era.

Have understood relevant historic information in the Victorian era; the changing attitudes towards men, women and children during the industrial revolution.

Know key events, inventions and significant turning points during the period; changes in legislation, introduction of the railway and the lightbulb.

Understand how several aspects of national history are reflected in our locality; Buxworth basin and Blists Hill

Music

Have listened to a range of music from the Victorian era; including some of the great composers and musicians of the time.

Have improvised and composed a piece of music to portray mill soundscapes.

Have performed our pieces of music, in small groups, to an audience.

Geography

Understand and explain how the Victorians used economics and trade links to distribute resources within England and the British Empire.

Be able to identify how physical and topographical features affected Victorian land use.

Be confident to name and locate cities and counties in the UK.

RE

Understand- What matters most to Christians and Humanists? KQ U2.7

Describe what Christians mean about humans being made in the image of God and being 'fallen'.

Describe Christian and humanist values simply.

Express our own ideas about some big moral concepts (such as fairness) comparing them with ideas of others they have studied.

PSHE

Understand the concepts and importance of relationships with others

Understand 'Being Safe' in society

PE

Have taken part in Victorian style drill.

Noted our scores weekly, comparing number of reps each time in order to demonstrate improvement and achieve our personal best.

Have developed our strength and technique.

Have developed an understanding of how to improve in different physical activities.

Computing

Have selected, used and combined a variety of software to present data.

Have used search engines to research mill accidents and fatalities.

Have used MS Word to create newspaper reports on fictional stories from English work.

Have used MS publisher to create safety poster to link with PSHE

Be confident with Digital Imagery— used MS Paint to create a William Morris style print.

Be confident with Programming— used 'Lightbot' and 'code.org' to explain how some simple algorithms work, and to detect/correct errors in algorithms.