

**Key Focus areas**

Industrial Revolution and Victorian Britain

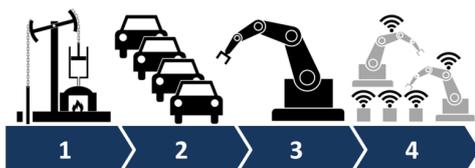
changes as humans develop

e-safety

**Challenge 1: What causes big changes to our world ?**

**History (chronology):** investigate some times of rapid change in history.

**Science and DT :** key scientific discoveries or inventions which have led to rapid change



**Challenge 2: Where was the heart of the Industrial Revolution?**

**Geography:** important sites in the Midlands linked to the industrial revolution. Towns and cities in the Midlands (locational knowledge) and how the use of land changed over time. ( Derbyshire and local area, The Potteries, Bournville / Birmingham, Ironbridge )



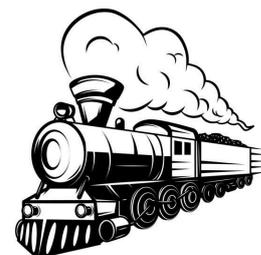
Physical geography : natural resources in the Midlands and their link to industry (coal mining, potteries)

**School visits :** to be arranged eg. Ironbridge.

**Challenge 3: How did the Industrial Revolution change our country?**

**History :** the railway revolution ( how technological developments changed transport. The steam-powered railways and how these changed the lives of people in Britain.)

The pros and cons of change as a result of the industrial revolution ( job opportunities, transport, environment, living conditions etc.)



**Geography :** growth of seaside resorts and how trains enabled travel.

**Science and Technology :** use of steam as a source of energy and power (changes in state and forces.) Making a claw machine using hydraulic levers.

**Art and Design :** How the industrial revolution affected the way in which things were being produced and how this affected quantity. William Morris— using nature as inspiration design a

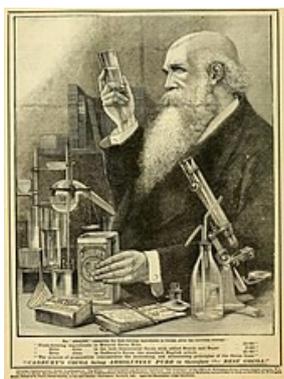


**Challenge 4: Which people affected change in the 19th Century ?**

**History :** significant people and groups of people such as include Dr Bernardos, Robert Peel, Isamard Kingdom Brunel, Lord Shaftsbury, The Cadburys.

**English :** link to Street Child story.

**RE :** who were the Quakers?



**Challenge 5: What was it like for a child in Victorian Britain?**

**English :** Core text - Street Child ( book and play version)

Other texts include diary entries eg. from My Story books ( Mill girl, Factory girl, Workhouse)

An introduction to Charles Dickens texts (Oliver Twist and a Christmas Carol)

**History :** The work life of children in Victorian times. Life in workhouses. Schools in Victorian Times. Toys and games.

**Global Learning :** Street children. The work of UNICEF and the rights of a child.



**Challenge 6 : what will our world look like in 2050?**



**Technology, computing and e-safety:** the 3rd and 4th industrial revolution. How the Internet of Things (IoT), robotics, virtual reality (VR) and artificial intelligence (AI) are changing the way we live and work.

**Science and global issues :** climate change. What can our school do to support change?



**Challenge 7 : Qu'est-ce que c'est un revolution?**

**French language and culture :**



Paris now and then. Famous sights in Paris today . Language of opinion, adjectives and persuasive language)

**History :** the French revolution in the 19th Century. Napoleon Bonaparte.



**Challenge 8: Where did you get that hat?**

**Music :** a look into the Victorian era of music halls and some of the popular songs of the time.

Songs and sounds of the markets in Victorian times.

**Art :** Victorian art. Art galleries . What the art from the time tells us about Victorian life.



**Challenge 9: Which is the best way to build a bridge?**

**Technology (link with outdoor learning) :**

Consider different methods and materials used in building bridges.



**Challenge 10: How do plants and animals change?**

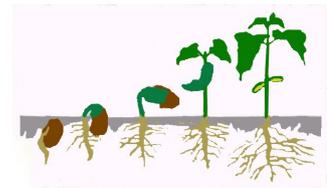
**Science :** the changes as humans develop to old age

The life processes of reproduction in some plants and animals (years 5 and 6)

Identification of trees (outdoor learning and science)

**PSHE :** puberty (years 5 and 6)

**Languages (French ) :** life cycle of a plant. Jacques et le haricot magique story.



**Discretely taught subjects:**

**PE :** Specialist coaching will continue on Wednesday mornings. Tri-golf is the next block of sessions

**German :** German will continue to be taught on Wednesday afternoons.

*These are broad areas and possible curriculum objectives, which will be developed in more detail according to pupil interests.*