

### HISTORY

I know about primary sources: for example, diaries, letters, oral histories, speeches, drawings, photographs and film.  
 I can question why a particular event took place and find answers to my questions.  
 I can place important historical events on a timeline.  
 I can explain why things happened during a specific period.  
 I know that women did not have the vote during the Victorian period and that the suffragette movement campaigned for this to be granted.  
 I know that slavery was abolished by Queen Victoria.  
 I can explain how Britain's wealth in Victorian times was based on the Empire, identify some of the countries that made up the empire and the goods that came from them.  
 I can explain how the expansion of the British empire affected the lives of people around the world.  
 I know in some about the changes that occurred during the Victorian period as a result of the Industrial Revolution.  
 I know how the lives of children improved during the Victorian period.  
 I can research a chosen black Victorian and write a biography of their life, for example Sarah Forbes Bonetta, Mary Seacole, Pablo Fanque.

#### Trips/experiences

Beamish Visit

### Victorians

### COMPUTING

I can follow the SMART rules to stay safe.  
 I can select keywords and search techniques to find relevant information and increase reliability.  
 I can make notes on a concept map and use these to present information to the class.  
 I can combine a range of media when creating a presentation.  
 I can use hyperlinks to make navigation through a presentation easier.

### Researching and Presenting

### ART

I know about the contribution William Morris made to the world of design and can identify his work and style.  
 I can experiment with taught techniques and styles of significant artists and use these in my own artwork.  
 I can use a sketchbook to develop skills taught and to experiment with the styles and techniques used by the artists taught.  
 I know that we can print onto different materials, including paper, card and fabric.  
 I can create a detailed block for printing using string, card, foam or lino.

### William Morris/ARTIST PROJECT with DIANNE BOWELL

### DESIGN TECHNOLOGY

I can make a Victorian bedroom with furniture.  
 I know how to use technology to help me research as part of the design process.  
 I can use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products.  
 I can select and combine from a range of materials and components using appropriate techniques.  
 I know how to evaluate a product effectively and identify improvements that could be made.  
 I can use an electrical circuit to make something work on my model.  
 I can program my model to work using appropriate computing software.

### Victorian Bedroom Design

### PE

I can swim competently, confidently and proficiently over a distance of at least 25 metres.  
 I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  
 I can perform safe self-rescue in different water-based situations  
 I can use a range of fielding skills, e.g., catching, throwing, intercepting, with growing control and consistency.  
 I can bat effectively, using different types of shot from both sides of the body.  
 I can throw overarm with accuracy and for a good distance.  
 I can direct the ball away from fielders, using different angles and speeds.  
 I can gauge when to run after hitting the ball.  
 I can use tactics which involve bowlers and fielders working together.  
 I can identify what I need to improve in my performance and suggest how I could do this.

### Swimming/Striking and Fielding



## TOPIC WEB YEAR 5-SUMMER 1 THE VICTORIANS

### PSHE

I understand that belonging to an online community can have positive and negative consequences.  
 I can explain how to stay safe when using technology to communicate with my friends.

### Relationships