



As language specialists we will... study the work of some of our most celebrated English authors. What better way to learn about life in the dark underbelly of a bustling Victorian city than from the hand of Charles Dickens? We'll be immersing ourselves in extracts from *A Tale of Two Cities* and *Oliver Twist*. Then for a more fanciful take on the grimness of urbanisation, we will look at Terry Pratchett's offering, "*Dodger*", inspired by a well-known criminal. Combing our study of these texts, we will create our own devious character from the Victorian underworld and bring them to life with creative writing. Finally, we will study the structure and features of non-fiction writing as we embark on a historical writing project. The children will be able to choose their own topic and through extensive research will build up their expertise. We will then learn a range of cohesive devices and organisational techniques to present a piece of written work that would be welcome on the pages in any encyclopaedia.

As geographers we will

be learning about how land use changed throughout the time period. Using historical and modern maps, we will look at urbanisation, steam trains and canals, and how such infrastructure led to economic prosperity and rapid population growth.

'Pupil should be taught to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time...human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources.'

As historians we will

In this thought provoking topic we will research and debate the causes and consequences of the changes of the time period. We will analyse a range of sources that help us understand such a complex and controversial period in history. We will not shy away from asking historically valid questions about the legacy that Victorian Great Britain left behind.

'Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 that details a significant turning point in British history, for example

As scientists we will

be developing our knowledge of electricity and circuits, using different circuits and components to understand and record variation and function. In our design and technology lessons we will evaluate the developments in electric lighting technology.

'Pupils should be taught to: 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, the loudness of buzzers and the on/off position of switches; use recognised symbols when representing a simple circuit in a diagram.'

The Big Idea...

How did Britain manage to become "*the workshop of the world?*" During the industrial revolution, ways of life that had remained largely unchanged since the Romans left our shores were radically transformed forever. From the year 1750 to the year 1900, canals and train lines carved up the countryside and village workshops lay abandoned to the lure of the cities and their factories. The world took a giant leap forward, but at what cost? Life may have improved for the lucky, but many were left behind. The natural world played second fiddle to the sound of progress. Many say that we are currently in the midst of our own revolution, moving into the age of information and data. If history repeats itself, how will we learn from our previous forays into a brave new world?

As mathematicians we will

Be consolidating our basic understanding of number and the place value system to then apply our knowledge to more complex problems. We will be ensuring we have arithmetic methods for the four number operations mastered before tackling some new learning in handling fractions and decimals. All of our learning in maths will encourage using a range of strategies and seeing questions and problems set in different ways to develop our ability to reason and apply our knowledge effectively.

Across the curriculum

As musicians we will be study the history of Victorian music and the role it played in entertainment. We will also experience the work of Victorian composers using audio tours provided by the V&A museum.

As expressive artists we will study Jan Siebrecht's view of Nottingham from the East and compare it with the work of Philip James de Louthembourg as he depicts the beginning of the age of industry. We will reflect and respond to these contrasting pieces.

As philosophers we will be learning about the role of morality in Victorian society. With crime, poverty and inequality being experienced on unprecedented levels, a new age of philanthropists emerged. We will look at how Christian values were fundamental to the education of children and how these values are reflected in our modern-day society.

As fitness experts we will be experiencing games that were enjoyed during the Victorian period. For the first time ever, ordinary working people could enjoy regulated, club-based sport on shared communal land. Besides, a fit and healthy population made good workers and soldiers! We will look at football, tennis and cricket, for a long as the weather allows!

Knowledge of the World A people without knowledge of their history origin and culture is like a tree without roots. Through studying this immense period of change, we have much to learn.

Citizenship As citizens of Great Britain what do we know about the current implications of the industrial revolution in the world? Poverty and exploitation are far from banished in our society. What role should we play in helping to address this?

Ambitious thinking The preindustrial world is barely recognisable. It is difficult to imagine that things could ever be any different, but different they have been, and different, the could be. How might we like to make the world of the future different?