

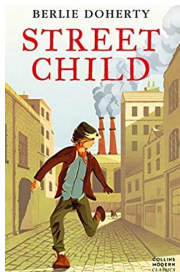
# Upper Key Stage 2— Autumn 2nd 2023

## Victorian Elveden

**Week 1:**

**Recount:**

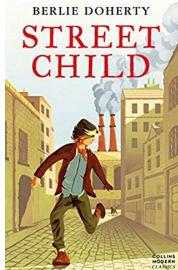
**Diary Entry**



**Week 2:**

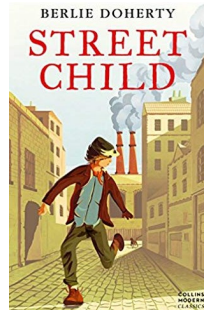
**Recount:**

**Diary Entry**



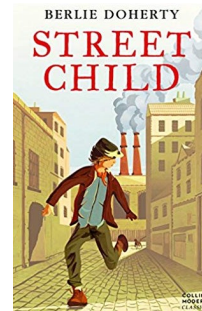
**Week 3:**

**Persuasive Letters**



**Week 4:**

**Persuasive Letters**



**Week 5:**

**Test Week**

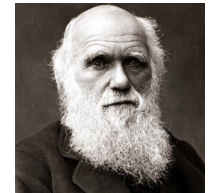
**Narrative**

**Christmas Carol**



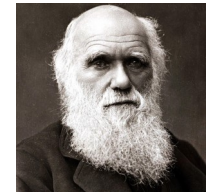
**Week 6:**

**Christmas Carol/  
Biographies**



**Week 7:**

**Biographies**



# History— Autumn 2nd Term 2023

## Session 1: History: Timeline.

**L.O. I am learning to put the Victorian period into historical context**

**I am learning to use historical sources to find out about the Victorian period**

Children to recap and refer to the previous historical knowledge from the last year and to place on a time line, seeing where the Victorians came compared to particularly WW1 and 2.

## Session 2: .History: Workhouse.

**L.O. I am learning to establish a clear narrative about life as a Victorian.**

Children to look at historical sources of recounts from the Workhouse. Children then write their own diaries.



## Session 3: History: Industrial Revolution.

**L.O. I am learning to make thoughtful selection and organisation of relevant historical information.**

To understand the six key factors that led up to the Industrial Revolution



## Session 4: History: Life as a factory worker.

**L.O. I am learning to establish a clear narrative about life as a Victorian.**

Children to write an incident report for an accident within a factory.



## Session 5: History: Inventions

**L.O. I am learning to look at connections and trends over the Victorian era to the modern world.**

Children to research the telephone from the Victorian era and look at how it has developed over time. Making links to communication technology in the modern world.



## Session 6: History: Inventions.

**L.O. I am learning to look at connections and trends over the Victorian era to the modern world.**

Children to choose and research a key invention from the Victorian era and look at how it has developed.

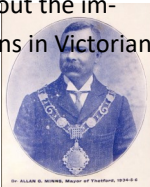


# History— Autumn 2nd Term 2023

## Session 7: History: Important Local Figures

**L.O. I am learning to make thoughtful selection and organisation of relevant historical information**

Children will find out about the importance of Dr Alan Minns in Victorian times.



## Quick Quizzes—History

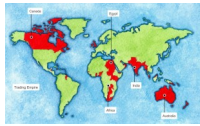
1. When was the Victorian period?
2. What was it like to be a child in a work house in Victorian times?
3. Why were children employed to work in factories?
4. Tell me about 1 Victorian invention that was important to the world.
5. Why was Dr Alan Minns important in Victorian Thetford?

# Geography— Autumn 2nd Term 2023

## Session 1: Geography: Victorian British Empire

**L.O. I am learning to describe and understand key aspects of land use and settlements.**

Children to look at how during the Victorian times the British Empire expanded over 25% of the world.



## Session 2: Geography: Victorian London.

**L.O. I am learning to describe and understand key aspects of land use and settlements.**

Children to look at factory estate in Victorian London. Understanding layout and amenities.



## Session 3: Geography: Design a Village.

**L.O. I am learning to describe and understand key aspects of land use and settlements.**

Designing a village for workers of a factory.



## Quick Quizzes—Geography

1. Name 3 countries under British control in the Victorian times.
2. Why did Britain expand their empire in the Victorian times?
3. Who benefited from the slums being built?
4. What was life like for people living in London during the Victorian Times?
5. Why did factory owners build Garden Cities?

# Art — Autumn 2nd Term 2023

## Session 1: Art: William Morris

**L.O. I am learning to sketch pumpkins using pencil marks to build shape and tone**

Children to develop observational skills by sketching pumpkins with pencil



## Session 2: Art: William Morris

**L.O. I am learning to select and record from first hand observation of flowers, leaves and natural forms.**

Children to develop observational skills by sketching natural objects with pencil.



## Session 3: Art: William Morris

**L.O. I am learning to compare ideas, methods and approaches in others work.**

Children to find about the work of William Morris and give comments of appreciation and critique for his artwork.



## Session 4: Art: William Morris

**L.O. I am learning to develop a design from initial drawings**

Children to use their observational drawing from first and second session to design a William Morris inspired pattern.



## Session 5: Art: William Morris

**L.O. I am learning to create a William Morris inspired pattern**

Children to draw their design onto polystyrene and colour in using felt tip. Spray water onto and print into sketchbook. Repeat several times to create a repeated pattern.

## Quick Quiz—Art

1. What type of pencil is best for adding shading to a drawing?
2. What is tone?
3. What theme did William Morris use in his wall paper designs?
4. What method did William Morris use to create his wall paper designs?
5. Why was William Morris's designs different to others from the time?

# Science Autumn 2nd 2023

## Session 1: Science: Charles Darwin

**L.O.** I am learning recognise that living things have evolved over time.

**L.O.** I am learning to understand Charles Darwin's Origin of the Species.

Children to research and produce a poster about who Charles Darwin was and his significance to Science.



## Session 4: Science: Evidence for evolution.

**L.O.** I am learning to identify scientific evidence that has use to support and refute ideas or arguments.

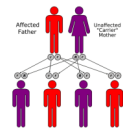
Children to compare modern humans with Neanderthals.



## Session 2: Science: Inheritance.

**L.O.** I am learning to recognise that living things produce offspring of the same kind but that they vary.

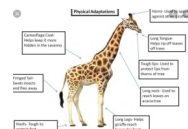
Children to bring in photos off their parents and look at the similarities and the variations between them, their siblings and their parents.



## Session 5: Science: Giraffe Adaptation.

**LO:** I am learning to identify how animals have adapted to suit their environments in different ways.

Design own animal that has adapted to its own environment with a detailed explanation.



## Initial Assessment: Initial Assessment.

**LO:** I am learning to use scientific vocabulary linked to our topic of learning.

Children to be given vocab and definitions can they match them up? Can they sort them into groups + reflect on the groups chosen.



## Session 3: Science: Evolution, Fossils.

**L.O.** I am learning to recognise that living things and fossils provide information about things that inhabited the earth millions of years ago.

To study fossils and identify the similarities and differences to their living relatives.



## Session 6: Science: Beak Adaptation

**LO:** to understand how adaptation is important to the survival of species.

Children to look at STEM experiment at birds beak adaptations from the kind of seeds they eat. Perform experiment to find out and interpret their results. Children to look at Darwin's finches from the Galapagos Islands and consider how they have adapted.



### Quick Quizzes—Science

1. What does the word variation mean when talking about characteristics of living things?
2. What is Charles Darwin famous for?
3. Name 3 things you can inherit from your parents.
4. How can we find out how we have evolved over time?
5. What is adaptation? Give me an example of how an animal has adapted to its environment.

**Young Leaders Award:**  
Session 3: Our local community  
(Approx 2 lessons)



## Artist Day:

Auguste Rodin



## ICT:

Purple Mash  
Spreadsheets 5.3

## Music:

Charanga: MMC



Emotions and Music Styles

## P:E:

Gymnastics  
and  
Swimming



## R.E:

Islam: What does the Qur'an  
reveal to Muslims about Allah  
and his guidance?

## P.H.S.E :

Celebrating Differences



## French:

Language Angels: Family

