

# Year 5 – Spring Term – Learning Challenges

Big Question

Why was Manchester so important to the Victorians?



## Learning Challenges

	1) How did the Victorians become so powerful? <b>3 weeks</b>	2) What's so Victorian about Manchester? <b>3 weeks</b>	3) Could you have survived as a Victorian child? <b>2 weeks</b>	4) What is the legacy of the Victorians? <b>3 weeks</b>	5) <b>PUPIL LED</b> – Learning Challenge <b>3 weeks</b>
English	<b>Biography: Queen Victoria</b>	<b>Narrative: John Ryland's library as setting.</b>	<b>Diary Writing: Oliver Twist</b>	<b>Non Chronological Report: Victorian inventions</b>	
Geography	<b>Empire:</b> Name and locate key countries in the Empire. Compare and contrast Empire at different points through history.	<b>John Ryland's Trip:</b> Victorian mapping skills  Mapping skills around Manchester- Ordnance survey		Manchester ship canal – identify routes on a map.  River walk – physical feature and land use of local area.  <b>Science and Industry Museum</b>	
History	Queen Victoria: Family Tree	Investigating Manchester as an industrial city.  <b>Manchester City Art Gallery</b>	Life in school and workhouses. -Investigate where local workhouses were. (potential mapping skill)  <b>People's History Museum – Matchstick Girl</b>	Timeline of inventions.  Important and influential local figures.	
Art/DT and Music		<b>DT – Mechanical Systems Victorian Fairgrounds</b>	Oliver musical songs.	<b>DT – Cooking and Nutrition Victorian Afternoon Tea</b>  Create a soundscape to represent the industrial revolution.	
Speaking and listening, questions and debate style sessions	Debate:  Queen Victoria was only 18 years old when she became Queen. <b>Does age make you a good leader?</b>	Debate:  <b>Is it ever worth saving a building?</b>	Debate:  <b>Is it ever right for a child to work?</b>	Debate:  <b>Is change always for the better?</b>	

## **Year 5 – Spring Term – Compulsory Objective Guidance**

### **History**

Hi2/2.1 Local History

Pupils should be taught about an aspect of local history

*For example:*

*a depth study linked to one of the British areas of study listed above*

*a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)*

*a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

### **Geography**

Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Ge2/1.1b Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Ge2/1.4b Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Ge2/1.4c Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### **Music**

Mu2/1.3 Listen with attention to detail and recall sounds with increasing aural memory

Mu2/1.4 Use and understand staff and other musical notations

### **Art**

Ar2/1.3 Learn about great artists, architects and designers in history.