

Topic	Victorian Brentford	Key Subject focus	History	Phase	5&6	Cycle no.	1
National Curriculum Objectives				School KPI's			
Previous learning: KS1 –Around our school - Historical London - Child of the World - Houses and homes since 1950 KS2 –Years 3&4 - London and New York - London through artist's eyes - The city and the countryside		Concurrent learning: -Linked to English –Street Child text, the train, famous Victorians, Hound of the Baskervilles text		Future learning: KS3 - Challenges for Britain, Europe and the wider world, 1901 to present day. - Local history study			
History	A local history study: <ul style="list-style-type: none"> to develop a chronologically secure knowledge and understanding of British and local history. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. 			<ul style="list-style-type: none"> To place the history of Brentford within a Victorian context -education, transport and work Change in Brentford from a rural market town to an industrial part of London To understand the difference between St. Paul's school today and in Victorian times To make (to a given design brief as from the Victorian era) a toy 			
Design & Technology	<ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 						

Statement of intent: During this topic pupils will learn: - about the changes which occurred to Brentford within the wider context of the 19 th century industrial revolution. - they will learn that Brentford changed from a market town in a rural environment to an industrial suburb of London - they will review artwork from previous school years that show the change - they will learn about the changes the factory age caused to Brentford - they will learn about Brentford as a hub for transport - they will learn about their own school in the Victorian era - they will design and make a Victorian inspired toy	
Activities:	
Learning Intentions	Activities
<u>Week 1</u> To show how an urban landscape develops over time.	<ul style="list-style-type: none"> Growth in towns – industrial revolution – could look at art work – refer back to artists from Year 3 and 4 – Monet, show how people have changed the landscape in the 19th Century. - 3 paintings which show the change from rural to industrial. Can pupils identify the characteristics of each scene, make links to what is shown – how scenes have changed due to changes in life / inventions / factories. - explanation of the terms ‘rural’ and ‘urban’ – pupils to identify the features related to each term Rural to urban – Brentford becomes a town - look at maps (digimap) of ‘old’ Brentford to present day – can overlay, look at Brentford 1800, 1900, 2000 – track the changes in roads, railways, houses – the increase in buildings taking the place of land
<u>Week 2</u> To use specified websites to research the conditions of Victorian factories in Brentford / England. To use persuasive language to create a speech. To role play a point of view.	<ul style="list-style-type: none"> Factories - investigate child labour in the 19th century - use ‘Spartacus’ website and ‘primaryhomeworkhelp’ for information to prepare a report for parliament – based on the Children’s employment commission - 1842. - this led to several government acts to improve working conditions for children but employers found ways to get around the new rules. Lives for children only improved when education act 1870 occurred – children going to school meant they couldn’t be going down the mines or working in factories at the same time. - Research information, - Create speech, - Role play the presentation of pupil’s argument to parliament
<u>Week 3</u> To find and record what remains of the 19 th Century infrastructure – canals and railways. To compare and contrast with what is seen today.	<ul style="list-style-type: none"> Short walk down to Brentford Dock passing over the river, passed Brentford Lock, passed the disused railway arches and down to Brentford Dock. Need present day photographs and 19th century photographs of route. - discuss what was seen on walk, compare to photographs – what has changed? - Compare to modern Brentford – what still remains today - use of ‘digimap’ and internet (remember railway arches near the garages)
<u>Week 4</u> To create a photo-journal of evidence of modern additions to the school. To compare and contrast	<ul style="list-style-type: none"> Education – What St. Pauls looks like now – the physical building - What are the modern changes? - Pupils to make a photo journal of what has been put into the school in the last 50 years (light switches, alarms, any form of IT, fire extinguishers, telephones, double glazing, data points, ramps, carpets, tables)

the original building to the current building.	<ul style="list-style-type: none"> -Look back at photographs of Victorian school buildings. -compare and contrast. -CT to give out photographs to label features
<u>Week 5</u> To role play a Victorian school day. To create a journal explaining each part of the school day.	<ul style="list-style-type: none"> • Victorian school day or Visit Gunnersbury Museum • Create a journal of a school day <ul style="list-style-type: none"> -timetables, subjects, influence of religion, aspect of learning by heart, reciting tables, poems religious extracts, group physical training, annunciation, handwriting –formal lessons
<u>Week 6</u> To role play creating a Victorian toy.	<ul style="list-style-type: none"> • Focus on one lesson –woodwork –making a Victorian toy <ul style="list-style-type: none"> -all doing a formal lesson –all making the same thing with the same rules – (e.g. make a spinning top or hobby horse) -cut one piece of wood, cut one card head to a preset stencil, one piece of wool or string for the reigns, only brown paint!

Key vocabulary: Rural, urban, canals, railways, transport, formal, Victorian era, rote learning	Cross curricular links (may link to year before / after within other subjects)
Resources: (already in school) Victorian box –reference books, digimap	Resources: (may need) Photographs from internet