

Revolutionary Reign: A Look At Victorian Britain			
Subject	Skills and objectives		Combined outcome(s)
Teach Computing	<b>Programming B: An introduction to quizzes</b> To explain that a sequence of commands has a start To explain that a sequence of commands has an outcome To create a program using a given design To change a given design To create a program using my own design To decide how my project can be improved		Throughout the project pupils will look at Victorian Britain, the life of the Monarch herself, the achievements and inventions made during this time. They will become designers, considering how design has influenced daily life and consider how they could further improve an everyday item. They will look at the life of Victorian children and compare it to their own. Pupils will study the work of the famous Victorian artist L.S. Lowry, explore how to create light and dark tones using shading techniques before creating their own Lowry influenced drawing of the local area. They will look at how the local area has changed and take a trip on the Great Central Railway.
Art	<b>Drawing –</b> To know that pencils have different grades To use three different grades of pencil in their drawing (4B, 8B, HB) To create different tones using light and dark Can they show patterns and texture in their drawings To use a viewfinder to focus on a specific part of an object before drawing it To use charcoal, pencil and pastels	<b>Sketch Books –</b> To explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures	
History	<b>Recap-</b> <b>Y1:</b> To recognise the difference between past and present in their own and others' lives <b>Chronological Understanding –</b> To sequence events in chronological order relating to an event, theme or period in history Use historical language ( <i>such as before, after, past, present, then and now</i> ) in their learning <b>Historical Enquiry –</b> To answer questions about the past using range of sources, observations and through handling artefacts	<b>Knowledge and Interpretation –</b> To recount some interesting facts from a historical event To explain how the local area was different in the past	

## Year 2

	<p>To research the life of someone famous from the past from the local area</p> <p>To research a famous event that has happened in Britain</p>		
DT	<p><b>Developing Ideas -</b></p> <p>To think of ideas and plan what to do next</p> <p>To choose the best tools and materials and give a reason why these are best</p> <p>To describe their design by using pictures, diagrams, models and words</p>	<p><b>Evaluating -</b></p> <p>To explain what went well with their work</p> <p>If they did it again, to explain what they would improve</p>	