

Overall outcome
Victorian Careers Fair March 24th in Main Hall.

Children's Rights Links – Articles

Article 4, Freedom from slavery: Nobody has the right to treat you as a slave, and you should not make anyone your slave.

Article 2, Right to education: You have the right to go to school.

Narrative Hook:-

- **People** – Chimney Sweep/Match Girl
- **Place** – Victorian London
- **Problem** – Poverty/Education
- **Possibilities** – Children's Rights
 - Key Victorians
 - Hidden Women of the Victorian Era
 - Local History
 - Oliver Twist/Charles Dickens

Texts: 'Oliver Twist' Charles Dickens , 'Street Child' Berlie Doherty.

Key Vocabulary and links to other languages: invention, necessity, inequality, slavery, architecture, slums, sentimental, rights, suffrage, industrial, engineer, trade, natural world, evolution, adaptation, morality, compassion, charity.

Year 5 Term - Inquiry Question
Why Do Children Need Rights?
Year 5 theme: The Victorians

Areas of learning (theme/subject)
Science, DT, Art, Maths, English, History, Geography,

Resources
Museum Trips to Pitt Rivers and Natural History Museum, Woodstock Museum.

Transformative diverse individuals
Mary Seacole, William Morris, Charles Dickens, Isambard Kingdom Brunel, Florence Nightingale, Ida Lovelace

Content: What will we learn?

DT/ Science

- Create a Victorian Toy. (Forces/Materials)
- Design and build a bridge.(Forces and Materials)
- Rag Rug.

Geography /Science– Local History and growth during Industrial Revolution. The transition from countryside to the city.

Victorians exploring the World – Piit Rivers and Ashmolean.

Livingstone and Darwin. (Living Things and their Habitat)

History – Key Events in History.

- Victoria becomes Queen,
- Social Reform.
- Slavery abolished.
- Railway expansion.
- First postage stamp.
- Potato Famine.
- Education becomes compulsory for children under ten.
- 1834 Poor Laws.

Art

William Morris – creating wallpaper designs inspired by the

Creativity: How will we show we understand in multiple ways?

Hold a Victorian Careers Fair at the end of the project. Children to represent the extremes of the Victorian era:

- Chimney Sweep.
- Match Girl.
- Workhouse.
- Engineer.
- Nurse.
- Explorer.

Children to choose an individual and create their own fact file/powerpoint.

Writing and delivering speeches on the importance of Children's Rights with emphasis on Education.

Coherence: How does this project link to other year groups and core subjects?

Connections to previous learning:-

Year 2

Year 3

Connections to future learning:

Year 6:

Industrial Revolution – moving from the countryside to the city.

Charles Darwin.

Connections to core learning:-

Maths – Measures

- Fractions / Ratio
- Conversions
- Percentages
- Place Value
- Area
- Word Problems

Compassion: What opportunities are there for compassion and empathy?

- Inequality – Wealth Divide
- Empathy with those who have too little
- Charity and giving to those in need. **Dr Barnados, Salvation Army**
- R.E. Islam – Fasting and Zakat
- (giving to charity)
- Right to play.
- Right to Childhood.
- Right to Education.

Community: Where are the links to local expertise and resources? Visits/visitors?

- Andrew Billen, local expert on Charles Dickens.
- Local Museums.
- Walking Tour -key locations in Oxford City.