

# Oratory REAL Project Overview Summer 2018

**'Shine as to be a light to others'**

**Year: 5**

**Teachers: Mrs Hall /Mr Paine**

Project Name	Project Summary	Essential Question
<p><b>The Victorians</b></p>	<p>Children will be introduced to the topic by visiting the Round House by the canal. The children will have to explore the surroundings and use clues to establish what the buildings original use was during the Victorian times. We will then take this theme throughout all our topics and explore 'The Victorians'. Our showcase will be to present our learning at the Round House in an exhibition which will be open to the public.</p>	<p><b>What did the Victorians do for us?</b></p>

## How will your children meet the 4 components of effective REAL Projects?

RIGOROUS	ENGAGING
<p><i>How will the children show in depth subject knowledge?</i></p> <p>Through the work produced in their books and through other work displayed through Art and DT. They will show understanding of 'The Victorians'. The children will present their learning to parents, carers and the general public in a range of ways.</p>	<p><i>How will your children engage in the learning?</i></p> <p>The project launch will involve children visiting the Round House by the canal. They will also visit many Victorian buildings/places such as Victoria Square, St. Johns Church and The Icon Gallery.</p>
AUTHENTIC	LEARNING
<p><i>What will your authentic audience be? Could they take on an authentic role?</i></p> <p>The children's exhibition will be held at the Round House. Children will present their learning to parents and carers as well as members of the general public.</p>	<p><i>How will your children show their learning of content and key skills in this project?</i></p> <p>Through final drafts of work, which has been teacher, self and peer assessed throughout.</p>

## REAL Project Planner Summer 2018

Project Start	Project End
<b>April 2018</b>	<b>July 2018</b>

Key Outcomes	Trips and Experiences	Immersion – Classroom
<ul style="list-style-type: none"> <li>- Develop an understanding of who the Victorians were?</li> <li>- Develop an understanding of what it would have been like to be a child in Victorian Britain.</li> <li>- Compare and contrast the rich and poor families.</li> <li>- Explore Victorian Birmingham.</li> </ul>	<ul style="list-style-type: none"> <li>-Round House</li> <li>-Canal</li> <li>-Victoria Square</li> <li>-The Icon Gallery</li> <li>-St. Johns Church</li> <li>-Exhibition in the Round House</li> </ul>	<ul style="list-style-type: none"> <li>- Victorian themed classroom</li> <li>- Black boards</li> <li>- Sweet Shop</li> <li>- Museum</li> </ul>

Exhibition Venue	Exhibition Plan
The Round House	<p>Exhibition of 'The Victorians' at the Round House.</p> <p>Children will showcase their learning to parent, carers, peers and the general public.</p> <p>Children will create posters advertising the exhibition. They will have to sell tickets and invite parents, family, teachers, the general public and peers to come and watch their show.</p>

## Weekly REAL Project Planning Summer 2018

Date	Key Outcomes	Milestones and Skills
<p><b>Week 1</b></p> <p><b>16<sup>th</sup> – 20<sup>th</sup> April</b></p> <p><b>Key Questions:</b></p> <p>Who was Queen Victoria?</p>	<p style="text-align: center;"><b>Project Launch</b></p> <p><b>Start reading 'Rooftoppers' by Katherine Rundell</b></p> <p>English Writing- Newspaper</p> <p>Maths- Angles</p> <p>Science- Light/ Reflection</p> <p>R.E- The Easter Vigil</p> <p>History- Introduction to 'The Victorians'</p>	<p><b>English:-</b> identify the audience for writing. Choose the appropriate form of writing using the main features identified in reading</p> <p><b>Reading:</b> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><b>Maths:</b> Multiplying fractions</p> <p><b>Physicists:</b> Understand that light</p>

		<p>appears to travel in straight lines.</p> <p><b>Historians:</b> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>
<p><b>Week 2 + 3</b></p> <p><b>23 – 27<sup>th</sup> April</b></p> <p><b>1– 4<sup>th</sup> May</b></p> <p><b>Key Question:</b> <b>What are the key events in Victorian Britain?</b></p>	<p>History- Victorian Britain Timelines</p> <p>English/Reading- Street Child/Poetry Lady of Shallot.</p> <p>Writing -Poetry</p> <p>Science- Light/Refraction/Blackouts</p> <p>Maths- Angles</p> <p>Geo- Victorian Ladywood</p> <p>R.E- Gospel accounts of The Resurrection; the Ascension</p>	<p><b>English:</b> Learn by heart a significant poem.</p> <p><b>Reading:</b> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p><b>Maths:</b> To know the place value of decimal numbers.</p> <p><b>Physicists:</b> Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</p> <p><b>Geographers:</b> Analyse and give views on the effectiveness of different geographical representations of a location</p> <p><b>History:</b> Use dates and terms accurately in describing events.</p> <p><b>Theologians:</b> Compare and contrast different accounts</p>
<p><b>Week 4 + 5</b></p> <p><b>7<sup>th</sup> – 11<sup>th</sup> May</b></p> <p><b>21st- 25<sup>th</sup> May</b></p> <p><b>Key Question:</b> <b>Who was Monsieur Blondin and why do we have a statue of him in Ladywood?</b></p>	<p>English/Reading- Street Child</p> <p>English/Writing –Persuasive Writing Debating</p> <p>Maths- Shape</p> <p>Art/D.T – Pointillism Georges Seurat</p> <p>Science- Light and the eye</p> <p>History-The rich and the poor</p> <p>R.E- Pentecost; the Acts of the Apostles</p> <p>Geo – Blondin</p>	<p><b>English:</b> Guide the reader by using a range of organisational devices, including a range of connectives.</p> <p><b>Reading:</b> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p><b>Maths:</b> Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.</p> <p><b>Physicists:</b> Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</p> <p><b>Geographers:</b> Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p><b>History:</b> Use sources of information to form testable hypotheses about the past.</p> <p><b>Artist:</b> Use the qualities of</p>

		watercolour and acrylic paints to create visually interesting pieces. <b>Theologians:</b> Learn a variety of prayers; learn about the Early Church.
<b>Week 6</b> <b>21<sup>st</sup> -25th June</b> <b>Key Question:</b> <b>How was life different for the rich and the poor?</b>	English/Reading-Street Child English/Writing – Speech Writing Maths- Shape/ position and direction Art/D.T- Puppets Science- Microorganisms Computing – History of technology. Explore how people found out information during the time e.g. newspapers, carrier pigeons/ compare and contrast with TV and computers nowadays. R.E. – The Acts of the Apostles	<b>English:</b> Guide the reader by using a range of organisational devices, including a range of connectives <b>Reading:</b> Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. <b>Maths:</b> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. <b>Biologists:</b> Look at nutrition, transportation of water and nutrients in the body. <b>DT:</b> Design with the user in mind, motivated by the service a product will offer. <b>Theologians:</b> Learn about the Early Church.
<b>Week 7</b> <b>12th -16<sup>th</sup> May</b> <b>Key Question:</b> <b>What was working life like?</b>	English/Reading- Street Child English/Writing – Speech Writing Maths- Prime Numbers Art/D.T- Puppets R.E- Sacrament of Marriage Science- Sound/musical instruments Computing – Begin PowerPoint presentations	<b>English:</b> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. <b>Reading:</b> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. <b>Maths:</b> Establish whether a number up to 100 is prime and recall prime numbers up to 19. <b>Physicists:</b> Look at sources, vibration, volume and pitch. <b>DT:</b> Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices <b>Theologians:</b> Explain the practices and lifestyles involved in belonging to a faith community.
<b>Half Term</b>		
<b>Week 8</b>	English/Reading- Street Child English/Writing – Writing in role	<b>English:</b> Identify the audience for writing. Choose the appropriate form of writing using the main features

<p><b>19<sup>th</sup> -23rd June</b>  <b>Key Question:</b></p> <p><b>How were the canals important in Birmingham?</b></p>	<p>Maths- Area and Perimeter  Geography/History:  R.E- Sacrament of Holy Orders  Computing: PowerPoints for Exhibition</p>	<p>identified in reading.  <b>Reading:</b> Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.  <b>Maths:</b> Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.  <b>Geographers:</b> Describe how locations around the world are changing and explain some of the reasons for change.  <b>Historians:</b> Use sources of evidence to deduce information about the past.  <b>Theologians:</b> Explain the practices and lifestyles involved in belonging to a faith community.</p>
<p><b>Week 9</b>  <b>27<sup>th</sup> June</b></p>	<p>The children’s exhibition will be held in the Amphitheatre. Children will present their learning to parents and carers as well as members of the general public.</p>	
<p><b>Week 10</b>  <b>3<sup>rd</sup>- 7th July</b></p> <p><b>Key Question:</b>  <b>What was life like in England during the reign of Queen Victoria?</b></p>	<p>English/Reading-Street Child  English/Writing –Street Child writing in role recount.  Maths- Area and Perimeter  History-Life after the War  R.E- the Archdiocese of Birmingham  Science-Micro-organisms/Flu epidemic in Victorian Britain  Computing – PowerPoints for Exhibition</p>	<p><b>English:</b> Write paragraphs that give the reader a sense of clarity.  <b>Reading:</b> Predict what might happen from details stated and implied.  <b>Maths:</b> To convert units of measure e.g, weight and length  <b>Historians:</b> Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).  <b>Biologists:</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  <b>Theologians:</b> Explain the practices and lifestyles involved in belonging to a faith community.</p>
<p><b>Week 11</b>  <b>10th- 14th July</b>  <b>Key Question:</b></p> <p><b>What big changes did we see in transport at the time?</b></p>	<p>English/Reading- Street Child  English/Writing – Non-Chronological report  Maths- Volume  History: Victorian Propaganda  DT- Photo cut out board  R.E- Life of Blessed John Henry Newman  Computing: Begin PowerPoints for Exhibition</p>	<p><b>English:</b> Identify the audience for writing.  <b>Reading:</b> Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  <b>Maths:</b> Estimate volume and capacity  <b>Art:</b> Show how the work of those studied was influential in both society and to other artists.  <b>Historians:</b> Show an awareness of the</p>

		concept of propaganda and how historians must understand the social context of evidence studied
--	--	---