



**Year 5: What do ethics have to do with clothes?  
Being historians, geographers and artists.**

Learning to **change** the World.

Exploration  
Innovation  
Ambition

**Article 6:  
The right to life.**

**WOW!**

What was it like to live during the Victorian period?

We will be exploring what school, work and free time was like for Victorian children.

**Knowledge**

We will explore printing techniques in art.

What are grid-references? When are they used? We will look at how to use 6-point grid references and why they are useful.

We will explore chronology through timelines and consider how primary and secondary sources are used to help us understand significant events and periods of time. We will focus on the Victorian period, and compare how the Victorians lived differently to us. Within this, we will consider child Labour and the importance of fairtrade.

What is a debate? We will learn how we can express our ideas as well as build on, challenge and learn from others' ideas.

**Trying new skills**

We will be creating a design and printing it on paper.

We will practise using 6-point grid references to describe landmarks in Bristol.

Using our understanding of chronology, we will practise ordering significant historical events on a timeline. We will also research Edward Colston, considering how he was linked to slavery.

We will watch a debate and discussed what makes a good debate. We will practise expressing our own views in a persuasive way using evidence and challenging the views of others appropriately.

**Practising and planning**

You will print your design onto an old t-shirt.

You will create a treasure hunt using 6-point grid references.

You will be ordering events on a timeline, including events from your lifetime. You will express your views in a debate about Fairtrade vs affordable clothing.

You will be creating a fact file about Bristolian slave trader Edward Colston. Within this, you will compare the similarities and differences between Victorian times and modern day, evaluating the reliability of primary and secondary sources within this. research lesson.

You will persuasive write on why all children are entitled to an education.

**The challenge**

Create a speech using a green screen to raise awareness of child labour and the importance of Fairtrade.

“Act justly, love mercy and walk humbly with your God” – Micah 6:8

**Key vocabulary**

<b>Child labour</b> The employment of children that deprives them of school opportunities and is mentally or physically dangerous.	<b>Primary source</b> A primary source is a work that gives original information from a person who was involved in the events being studied.	<b>Secondary source</b> A liquid mixture of two or more materials
<b>Fairtrade</b> Pass a mixture through a device to remove unwanted material	<b>Victorian</b> Able reverse what you have done to get it back to the way it was before	<b>Slavery</b> A line or route which starts and finishes in the same place
<b>Fast fashion</b> The stage at which nothing more can be absorbed		