

Year 4 – Summer 1 – ‘Victorian Pioneers’

NC History

- place historical events accurately on a timeline.
- investigate the achievements of historical figures and the main changes, and events from their lifetimes.
- investigate the different causes of historical events.
- identify and explain similarities and differences between events from the past and the modern day.
- start to evaluate the significance of historical events.
- select and record information from a variety of historical sources.

NC Geography

- I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied
- I can study the settlements and land use of the key places that I study.



Creativity, Passion, Dreams, Failure, Influence

What do we mean by the term ‘influence?’ Does anyone **influence** you? How many people did William Morris **influence**? Are their styles similar to his?

Children to spend some of the lesson researching artists who were influenced by Morris. Use the following website to support them:

<https://www.vam.ac.uk/articles/pattern-design-after-william-morris>

Children to choose one artists and share information about them.

What technique did Morris use to print his designs? Children to conduct some research around this. Can we make a simpler version of this today?

Children to use a section divider and draw at a larger scale, a cross section of their design which they can use to print with. Children to make a print of their design and repeat the pattern in sketch books.

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Our new topic is called ‘Victorian Pioneers.’ What do you think we might be exploring through this? What does it mean to be a pioneer? ‘...a person who is among the first to explore or settle a new country or area.’

Do you know any pioneers? Any Victorian pioneers? Who was famous during Victorian times?

Introduce the following concept statement to the children: **In order for someone to become successful and fulfil their dreams, they must endure failure.** Explore the children ideas and initial thoughts around the statement and record thoughts in books.

Show the children some famous Victorians. Do you recognise any of them? What made them famous? Use William Morris, Isambard Kingdom Brunel, Florence Nightingale, Thomas John Banardo, Benjamin Disraeli, David Livingstone etc...

Who was William Morris?
Research information about William Morris’ life- focus on his flair for creativity and his dreams to become an artist and to change people’s view on life.

“I am going, if I can, to be an architect, and I am too old already, and there is no time to lose.”
Explore the quote said by William Morris.
William Morris (24 March 1834 – 3 October 1896) was a British textile designer, poet, novelist, translator, and socialist activist associated with the British Arts and Crafts Movement. He was a major contributor to the revival of traditional British textile arts and methods of production.

Who was he? What did he do? What made him famous? How do you think this change people’s lives? Chn to decide how they want to present this information. Do they want to have an image of Morris and then create a fact file or like a spider diagram?

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Start looking at some paintings by William Morris.

Do they have anything in common? Focus in on the following paintings:

La Belle Iseult- this is one of his paintings that he classes as ‘unfinished.’ He says that he struggled to paint his wife-to-be’s body in the right proportion. What do you notice about the painting?

Strawberry Thief- Why do you think it is called Strawberry Thief? Who is Morris referring to? What do you notice about the designs?

Emphasise the fact that Morris was well known for his wallpaper designs. Show the children some designs and ask them to make comparisons between them. Children to glue in examples of his work labelling them with a brief description along with including a personal opinion of which is their favourite and why?

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NC Art:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

NC Citizenship

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society
- to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people’s experiences
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- to think about the lives of people living in other places and times, and people with different values and customs

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