Heatherlands Primary School

Theme: Please sir! Year 6 **Term:** Autumn 2 (7 weeks)

Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: Community, Communication and Consolidation. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the **'Big Ideas'.**

Key knowledge and skills	**Key knowledge and skills**
History *Big ideas: Chronology, innovation, impact* **Key Question: What was life like as a Victorian?** *(A study of some significant events and individuals, including Tudor monarchs, who shaped this period and of the everyday lives of men, women and children from different sections of society.)* • Understand where the Victorian period sits in relation to other periods of British history. **(chronology)** • Collect information from a range of sources and draw conclusions about the Victorian period. • Understand that ways of life differed greatly across Victorian society. BRITISH VALUES • Understand that the work of individuals can change aspects of society. **(impact)** BRITISH VALUES • Discuss the impact of important figures in Victorian times, e.g. Queen Victoria, Charles Darwin, Emily Bronte, Lewis Carrol, Alexander Graham Bell. **(innovation, impact)** • Compare modern and Victorian schooling. **(innovation)** • Consider how attitudes to children and childhood changed over time. **(impact)** BRITISH VALUES • Recall information about the life of children in Victorian times.	**Science (see separate planning)** *Big ideas: Investigation, explanation, observation* **Enquiry: How does the voltage in a circuit affect the loudness of a buzzer?** • Know that electricity can flow through the components in a complete electric circuit. **(observation, explanation)** • Know that you can make bulbs brighter by adding more batteries to the circuit. **(observation, explanation, investigation)** • Know that adding more bulbs to a simple circuit will reduce the electrical energy and make the bulbs dimmer. **(observation, explanation, investigation)** • Know that lengthening the wires in a simple circuit will reduce the electrical energy, as it has further to travel. The extra distance will make the bulb dimmer. **(observation, explanation, investigation)** • Know that you can make buzzers louder by adding more batteries to the circuit. **(observation, explanation, investigation)** • Know that adding more buzzers to a simple circuit will reduce the electrical energy and make them quieter. **(observation, explanation, investigation)** • Know that electrical circuits can be represented by circuit diagrams. **(observation, explanation)** • Understand the various electrical components are shown by using standard symbols in circuit diagrams. **(observation, explanation)**

Chronology • Relate current studies to previous studies. • Make detailed comparisons between different times in history. • Link key features, names and dates to periods of time that have been studied. **Range and depth of historical knowledge** • Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. **BRITISH VALUES** • Compare beliefs and behaviour with another period studied. • Write another explanation of a past event in terms of cause and effect. • Use evidence to support and illustrate their explanation. • Compare and contrast ancient civilisations. **Interpretations of history** • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions. • Make confident use of the library etc. for research. **Historical enquiry** • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out. • Bring knowledge gathering from several sources together in a fluent account. Begin to identify primary and secondary sources. • Use evidence to build up a picture of life in time studied. • Select relevant sections of information. • Select appropriate material and present it in a way that shows their understanding.	**SC1:** • Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations **(observation/explanation)** • Identify scientific evidence that has been used to support or refute ideas or arguments **Art** *Big ideas: Inspiration, experimentation, expression* • Study the work of William Morris as a starting point for their own work **(inspiration, experimentation, expression)** • Know that silk screen printing is when a metal or wooden frame with a fine mesh fabric stretched over the top. **(expression)** • Use silk screen printing techniques to create a pattern or design. **(experimentation, expression)** • Make informed choices on colour, composition and proportion used when printing. **(experimentation, expression)** • Explore the use of positive and negative shapes within print. **(experimentation)** **DT** *Big ideas: Design, problem solving, skills & expertise* • Understand that seasons may affect the food available. **(skills and expertise)** • Understand how food is processed into ingredients that can be eaten or used in cooking. SCIENCE **(skills and expertise)** • Use thermometers to measure and monitor the changes of temperature of food before, during and after cooking. SCIENCE, MATHS **(skills and expertise)** • Know how to prepare and cook cheese seftons (straws) building confidence when chopping, slicing, grating, mixing/rubbing, kneading, rolling and baking. **(skills and expertise)** **Computing (see separate planning)**

	Big ideas: coding, design & online safety **Blogging** • Understand blogs and their features. • Plan the theme, content and structure for a blog post. • Write and style a blog post. • Review and comment on blog posts with an understanding of online safety. **Oracy** Ask relevant questions to extend their understanding and knowledge Listen to a guest speaker and ask appropriate questions
Key vocabulary: Queen Victoria, Victorian period, British history, range of sources, society, historical detail, representations, figures, schooling, attitudes, childhood, board schools, monitors, logbooks, slates, inkwell, Acts of Parliament, factory report, law, politician, House of Lords, factories, mines, supervisor, inspector, machinery	Organism, excretion, reproduction, living, non-living, vertebrate, invertebrate, flowering, non-flowering, classification key, mollusc, arachnid, deciduous, evergreen, coniferous, microorganism, bacteria, virus, fungi, Carl Linnaeus screen printing, composition, silk screen, techniques, positive, negative space, proportion processed, thermometers, seftons, chopping, slicing, grating, rubbing, kneading, rolling, baking blogs, theme, content, structure, post, review, comment, online safety
Previous linked learning to consolidate: Y5 'Terrible Tudors', Y1 'Toys through time' – history topic/King Charles **What comes next?** Y6 'Dig for Victory' – WW2	