MEXBOROUGH ST JOHNS C OF E PRIMARY SCHOOL

PHASE: YEAR: 6

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| INTENT | | IMPLEMENTATION | |
| Curriculum vision | Learning values | Core skills | |
| ***Through our curriculum, our children will become;***   * ***Effective learners;*** * ***Responsible citizens.*** | Our children will:   * Speak clearly and articulate ideas confidently. * Use taught vocabulary purposefully and in different contexts. * Show empathy and resilience. * Use new technologies appropriately and with purpose.   Make links to similar themes and events (link to what children have learnt in the past)   * Problem solve, explore, question and be curious. | Use learnt knowledge to solve problems and/or recreate in a new context | Topic discussion/quizzes  KWL grids revisited each week.  Generate key questions to be revisit.  What have you learnt before to help you achieve that? |
|  | Self-explanation and elaboration.  E.g. recall facts about the Great Fire of  London and be able to explain why it happened and spread so quickly (deeper learning). |

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|  | Autumn | Spring | Summer |
| Mini topic  week 1 and 2  Be the best you can be.  Focus on basic skills | Topic and Question: Why were The Victorians so victorious? | Topic and Question: | Topic and Question: |
| Driver/focus: Revolution (cornerstones) | Driver/focus: | Driver/focus: |
| Launch: Who were famous Victorians? | Launch: | Launch: |
| Hooks: Visitor- Historian | Hooks: | Hooks: |
| Showcase: Victorian museum/Victorian Christmas fair | Showcase: | Showcase: |
| Key Text: Street Child, Cogheart | Key Text: | Key Text: |
| Key vocabulary: Continuity, legacy, biased, unbiased, resistance, endemic, industry, revolution, political, monarchy, rigorous, analysis, causal, deduce, infer, perspective, perceptive, imply, bias, unbiased, propaganda, context, economic, evaluate | Key vocabulary: | Key vocabulary: |
| BIG IDEAS  What will children know that they didn’t know before?  Assessment opportunities – KWL grids and mini assessments. | How did The Victorians impact on how we live today?  What was life like in Victorian Britain? What were children’s experiences of life and school?  What was similar and different about life in the Victorian era compared to today?  Why are some sources of information more reliable than others?  When did Queen Victoria reign?  When did key events take place that impacted on change for Victorians and created continuity for people today?  What impact did significant people have in changing the life of Victorians?  What was the British Empire?  What was the Industrial Revolution and how did it change Britain?  Plot Victoria’s reign on a time line and other key events from the era. See below.  Study specific individuals and inventions and their impact on Victorians and life today (Isambard Brunel, Thomas Edison, Isaac Singer, Alexander Graham Bell, Karl Benz, Thomas Barnado, Charles Darwin). How did they change life for Victorian people and how have they or their inventions created continuity in today’s world? Give images of inventions and find out about their inventors. Plot on a timeline.  The Industrial Revolution- what was it? How did it create change and continuity in Britain.  Use various sources of information to analyse the experiences of people in the Victorian Era.  Compare the life of Victorian children with that of ours today (including schools).  Rich and poor – how did their lives differ?  Locate countries around the world that were part of the British Empire. |  |  |
| Science | Light   * Recognise that light appears to travel in straight lines * Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye * Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes   Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  Electricity   * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches   Use recognised symbols when representing a simple circuit in a diagram.  Create an incandescent light bulb like Thomas Edison. |  |  |
| History | Historical Overview   * Identify local continuity and change over time and the impact this had on how we live now. * Create structured accounts of what life was like, including social, ethnic, political, cultural and religious aspects of historical periods. * Investigate connections, contrasts and trends over time in Britain and the wider world during specific periods. * Consider and explain different accounts and viewpoints, considering bias (e.g. men, women, children, different religions, countries etc).   Make detailed comparisons between periods, including ideas, beliefs, attitudes and experiences.  Understanding Chronology   * Place events, artefact and historical figures on a timeline, using dates, with a wider understanding of where events fit on a larger scale. * Describe the main changes in a period of history, using terms such as social, religious, political, industrial, technological and cultural. * Identify periods of rapid change in history and contrast them with times of stability. * Understand the concept of continuity and change over time, representing them on a timeline, along with evidence, on a time line. * Use dates and terms accurately when describing events.   Investigation and preparation   * Use research and evidence to deduce and infer information about the past refining lines of enquiry appropriately. * Ask perceptive question such as: What if? What was for\_\_\_\_compared to \_\_\_\_\_\_ and why? What was the impact of? * Appropriately select, use, analyse and evaluate a range of sources to find out about the past, giving reasons for the selection. * Describe different accounts of an historical event, considering propaganda, bias and social context.   Suggest causes and consequences of some of the main events and changes in history and discuss their wider impact on life and society. |  |  |
| Geography | * Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time * Countries and cities of the UK - England, Northern Ireland, Scotland, wales, Cardiff, Belfast, Edinburgh, London. * Geographical regions - Scotland, Northern Ireland, North East, North West, Yorkshire & Humber, wales, West Midlands, East Midlands, Anglia, London, South East, South West.   Locate Darlington. Stockton, Durham and the River Tees as routes for transporting coal. Advantages? (See cornerstones) |  |  |
| Art and design | Drawing   * Use a variety of techniques to add interesting effects   (eg reflections, shadows, direction of sunlight)   * Use a choice of techniques to depict movement, perspective, shadows and reflection * Use lines to represent movement   **Choose a style of drawing suitable for the work (eg realistic or impressionistic)**  Study the picture ‘The First council of Queen Victoria’.  Portraits |  |  |
| Design Technology | Brunel Bridges.  Create a model of a slum using knowledge of what has been studied. |  |  |
| Computing | Using Microsoft Word and Powerpoint to create effective documents. |  |  |