

Year 6 Autumn 1
Victorian Childhood

Hook (curiosity):

Artefact box

Text (Reading, language, communication):

Oliver Twist, Street Child, Vile Victorians

End product (engagement):

Victorian school day

Vocab (Reading, language, communication):

Reform, discipline, poverty, workhouse, entitled

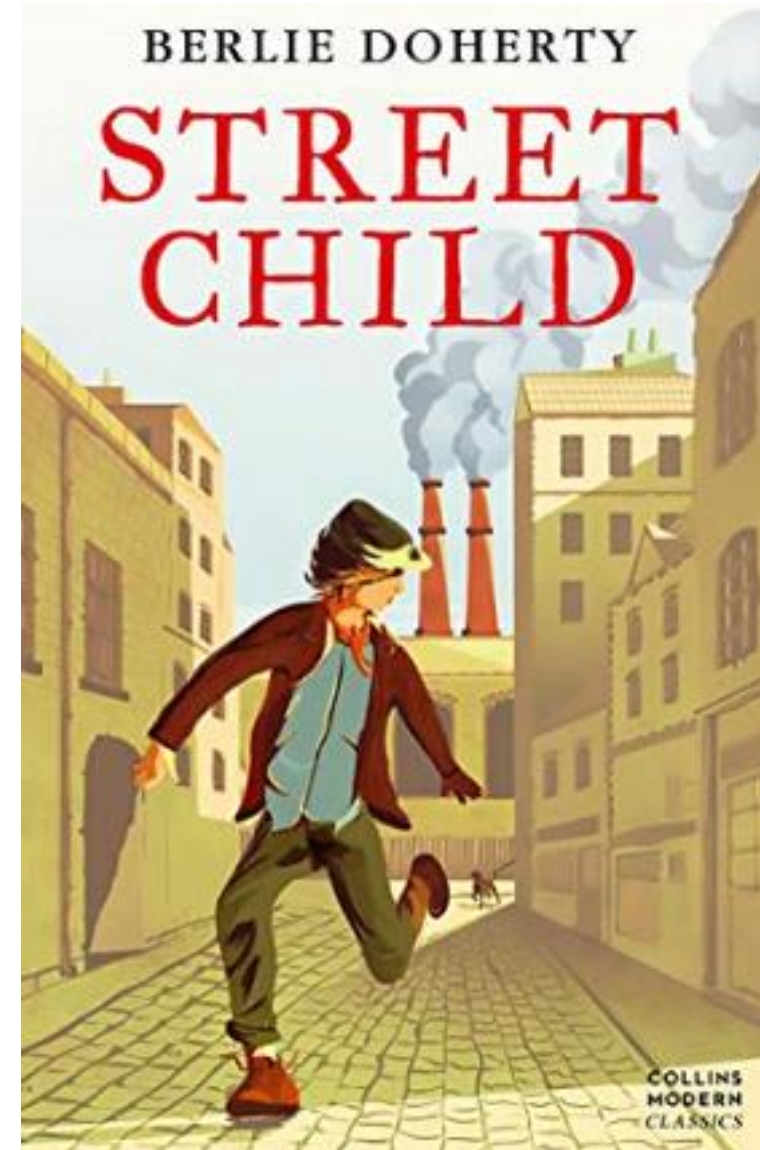
Sticky knowledge (Learning that sticks):

1. The Victorian period is named after Queen Victoria.
2. Queen Victoria reigned from 1837 – 1901.
3. Workhouses were created after the Poor Laws were reformed.
4. Victorian schooling was different to school today (focussing on writing/discipline and play)
5. Poor Victorian children didn't attend school and had to work to support their families.
6. The Factory Act led to all children being entitled to education.

Driver:

History

Victorian Childhood



<p style="text-align: center;">Computing</p> <p><u>National Curriculum links:</u> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> • Enter data and formulas into a spreadsheet • Order and present data based on calculations • Add edit and calculate data. • Use a spreadsheet to solve problems. • Plan and calculate a spending budget. • Design my own spreadsheet for a specific purpose 	<p style="text-align: center;">BSL</p> <p style="text-align: center;">Describing objects/furniture</p>	<p style="text-align: center;">Art and Design</p> <p><u>National Curriculum links:</u> KS2 Art and Design National Curriculum To improve their mastery of art and design techniques with a range of materials – printing. Great artists through time – William Morris.</p> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> • Design and create printing blocks/tiles. • Develop techniques in mono, block and relief printing. • Create and arrange accurate patterns. • Use key vocabulary to demonstrate knowledge and understanding in this strand: hammering, pattern, shape, tile, colour, arrange, collagraph • Give detailed observations about notable artists', artisans' and designers' work.
<p style="text-align: center;">PE</p> <p style="text-align: center;">(Gym & Hockey from Sports4Kids)</p> <p><u>Progression of skills objectives hockey:</u></p> <ul style="list-style-type: none"> • Develop dribbling and passing to beat defenders. • Develop passing under pressure at various distances. • Develop turning under pressure. • Develop different tackling types. • Develop shooting techniques at a distance • Develop attacking formations <p><u>Progression of skills objectives gym:</u></p> <ul style="list-style-type: none"> • Develop use of apparatus • Develop sequences on apparatus • Develop conditioning • Develop sequences • Develop apparatus with a partner (mirroring) • Develop group sequences 	<p style="text-align: center;">History</p> <p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> • Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> • Discuss the impact and causes of historical change in Britain. Identifying and contrasting changes and trends between different periods. • Give own reasons why changes may have occurred, backed up with evidence. • Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. • Select the most appropriate source of evidence for particular tasks. • Describe how some changes affect life today. • Evaluate the usefulness and accurateness of different sources of evidence. • Present information in an organised and clearly structured way. • Make use of different ways of presenting information. • Present information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). • Make accurate use of specific dates and terms 	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">(Families and Relationships from Kapow)</p> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> • Identifying ways to resolve conflict through negotiation and compromise. • Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes. • Exploring the process of grief and understanding that it is different for different people.
	<p style="text-align: center;">What's coming up?</p> <p style="text-align: center;">Geography – Spring 1 Music – Autumn 2 Design & Technology – Autumn 2</p>	<p style="text-align: center;">Religious Education</p> <p style="text-align: center;">(Judaism from Surrey Syllabus)</p> <p><u>National Curriculum links:</u> Surrey Syllabus – What does it mean to be a part of a synagogue community?</p> <p><u>Progression of skills objectives:</u></p> <ul style="list-style-type: none"> • Understand the centrality of the Torah in worship (eg. Shema) • Recognise the commitment to justice/living according to mitzvot in the Torah. • Understand the significance of the synagogue as a place of learning, worship and gathering.

Science

Living things and their habitats - classification

National Curriculum links:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Progression of skills objectives:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations