

MEDIUM TERM PLANNING



YEAR: 6

TERM: Autumn

TOPIC: What did the Victorians do for us?

SUBJECT	NATIONAL CURRICULUM	STICKY KNOWLEDGE	SKILLS	EVIDENCE
History	A local study linked to one of the periods of time studied under chronology, tracing how several aspects of national history are reflected and significant in the locality.	<ul style="list-style-type: none"> Know about the Victorian era which has strong connections to Eppleton (mining) and understand the issues associated with the period. Know the history of the area in relation to mining, including the Eppleton Pit disaster. Know how the lives of wealthy people were different to lives of poorer people during the Victorian times (in different contexts – e.g. schooling, work, living etc.) Know of a range inventions from the period; at least one in detail (including inventor). 	<ul style="list-style-type: none"> Place features of historical events and people from past societies and periods in a chronological framework. Describe changes within and across periods of history. Describe how and why events occurred and the results of these on Britain (and the wider world). Use documents, printed sources, databases, the internet, photographs, buildings, museums/visits etc. to collect information about the past. Give reasons why events, people or developments are significant (including in comparison to others). 	<ul style="list-style-type: none"> -Timeline -Interview with a child in the workhouse/poverty -Non-chronological report on Victorian schooling -Persuasive poster to donate to Barnardos (in style of Victorian publishing) -Biography on a chosen inventor and invention (PPT) -Discussion and ranking of changes in Victorian times -A mining booklet – reflecting past and present
Geography	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains,</p>	<ul style="list-style-type: none"> Know that mining was and is still strongly reflected in today's society. Make links between Victorian mining, mining at its height in the 50s-90s and now. Know the purpose of mining (e.g. need for coal etc.). Know how mining has changed over time. 	<ul style="list-style-type: none"> Identify and describe how the physical features affect the human activity within a location. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Discuss how aspects of physical and human geography have changed over time. Describe and understand human geography, including settlements, land use, economic activity and the distribution of natural resources (such as coal). 	<ul style="list-style-type: none"> -Mining booklet

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	coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.			
Art	<p>Create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Know of great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> • Know who William Morris was. • Recognise examples of his work and techniques. 	<ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Sketch (lightly) before colouring to combine line and colour. • Draw upon ideas from existing artists. 	-Repeated pattern sketches and final piece of artwork
DT	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p>	<ul style="list-style-type: none"> • Know the purpose of puppets for entertainment in Victorian times. • Know that the product needs to be fit for a purpose and how to achieve this. • Know how to make improvements. 	<ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of a product that is fit for purpose, aimed at a particular audience. • Generate, develop, model and communicate ideas through discussion, annotated sketches and pattern pieces. • Cut materials with precision and refine the finish with appropriate tools. • Create objects that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Evaluate ideas and products against design criteria and consider the views of others to improve work. 	-Annotated sketches of design -Instructions -Punch and Judy puppet aimed at children (stitching) -Rate (using numbers) evaluation -Written evaluations (self and peer)

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	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>			
<p>Science</p>	<p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring</p>	<ul style="list-style-type: none"> • Know that light rays travel in straight lines. • Explain how we are able to see objects. • Understand why shadows are cast and why they are the same shape as the objects that cast them. • Know that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Know that animals and plants adapt to suit their environment in different ways and that adaptation may lead to evolution. • Know the case study of the Galapagos Islands. 	<ul style="list-style-type: none"> • Use complex science words correctly. • Use science models to explain. • Draw diagrams to describe and explain. • Describe changing patterns, trends and relationships. • Use primary and secondary data in conclusions. 	<ul style="list-style-type: none"> -Explanations -Annotated diagrams -Predictions -Methods -Tables -Graphs -Conclusions

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	<p>vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>			
<p>Music</p>	<p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Have the opportunity to progress to the next level of musical excellence.</p>	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. 	<ul style="list-style-type: none"> • Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen and discuss all dimensions of music. • Internalise, understand, feel, and know how the dimensions of music work together. Focus on pulse, rhythm, pitch, tempo and dynamics. • Explore the link between sound and symbol. • Sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Play a classroom/band instrument in a group/band/ensemble. • Improvisation - create own responses, melodies and rhythms. • Composition - create own responses, melodies and rhythms and record them in some way. • Perform/Share - continue to work together in a group/band/ensemble and perform to each other and an audience. • Discuss/respect/improve work together. 	<ul style="list-style-type: none"> -Games -Singing -Playing -Improvisation -Composition -Perform/Share

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	Perform, understand and explore how music is created, produced and communicated.			
Computing	<p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>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>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<ul style="list-style-type: none"> • Understand the various areas of online safety and how to be safe online. • Know how to behave responsibly if an online issue arises. • Know more about the safety aspects of blogging. • Know how and why spreadsheets are used. 	<ul style="list-style-type: none"> • To review aspects of online safety and apply computing skills to plan and make an online safety-themed game. • Can answer a mathematical question relating to probability. • Can take copy and paste shortcuts. • Can problem solve using the count tool. • Can use the formula wizard to create formulae. • Can use a spreadsheet to solve a problem. • Can use a spreadsheet to model a real-life situation and come up with solutions. • Can make practical use of a spreadsheet to help plan actions. 	<ul style="list-style-type: none"> -Online safety-themed game -Online safety poster of top tips (linked to social media) -Spreadsheet modelling the planning of a school event
French	Listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> • Know how to tell the time to o'clock and half past the hour. • Know simple terms and sentences for places within a school. 	-	-

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	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Write phrases from memory, and adapt these to create new</p>			
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	<p>sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>			
PE	<p>Develop flexibility, strength, technique, control and balance.</p> <p>Perform dances using a range of movement patterns.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<ul style="list-style-type: none"> • To develop an understanding of how to improve in different physical activities and sports: athletics and dance. • To know how to develop flexibility, strength, technique, control and balance. • To evaluate and recognise their own success. • To be able to explain the importance of and carry out health-related exercise. • To be able to compare performances and demonstrate an understanding of how to achieve personal best. 	<p>To apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other.</p> <ul style="list-style-type: none"> • Static balance: one leg • Dynamic balance to agility: jumping and landing • Static balance: stance • Coordination: footwork 	PE lessons and floorbooks
RE	<p>Topics taken from Sunderland schools document for RE</p> <p>Why do people have ceremonies and use ritual in their lives?</p>	<ul style="list-style-type: none"> • Know the meaning and importance of ceremonies and rituals in more than one religion (e.g. Christians and baptism; Muslims and Aqiqah; Jewish and Bar Mitzvah/Bat Mitzvah; Sikh and Dastar Bandi) comparing similarities and 	<ul style="list-style-type: none"> • In response to the religious material they learn about, pupils can express their own views using sound reasons. • Pupils show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument). 	<p>-Explanation of baptism aqiqah, comparing the two.</p> <p>-Explanation of significance of Bar Mitzvah/Bat Mitzvah in comparison to Dastar Bandi.</p>

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	<p>CHRISTMAS UNIT: The meaning of Christmas – What do the gospels tell us about the birth of Jesus?</p>	<p>differences in religious beliefs and expression.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the significance of the Christmas story (in relation to the gospels), Christian symbols and practices today. 	<ul style="list-style-type: none"> • In relation to religious material studied, pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences. 	<p>-Visit from local pastor. Chn to write a small summary of what they have learnt.</p>
RAISING ASPIRATIONS				
ADDITIONAL READING	Christopher Russell - Scarper Jack and the Bloodstained Room Charles Dickens – A Christmas Carol (classic version)			
ADDITIONAL WRITING	See English medium-term planning			
EDUCATIONAL VISITS	Donnison school – children to experience a school day in the life of a Victorian child.			