Autumn Term Year 6

All subjects are directly linked to the National Curriculum's programmes of study.

We'll Meet Again

	History/Geography	Science	Art/DT	RE
National Curriculum objectives and coverage Enrichment Activities Visit from WW2 refugee Visit to Holocaust Centre Visit from an architect or structural engineer (bridges)	**A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. WW2** **Subject Endpoints** **Skills** Place key events, people and changes into correct periods of time. To identify a primary and secondary source of information and give reasons. Use dates, the passing of time in both ancient and modern History. Ask questions about change, cause, similarity, difference, and significance. **Knowledge** To sympathise with the ideas, beliefs, attitudes and experiences of the people and societies in the past, Answer questions about the past using information I have gathered. Understand the social, cultural, religious and ethnic diversities in the past. Identify and describe reasons for and against historical events, situations and changes. To be able to note connections, contrasts and trends over time. To create my own structured accounts, including written narratives and analyses. To recall, select and organise information. **Fieldwork Study (link to History)** **Draw a sketch of key features of topic studied with increasing accuracy.** **Subject Endpoints** **Skills** To collect and record evidence unaided. Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it. Draw a sketch of key features of topic studied with increasing accuracy. Select and use a range of measuring instruments and investigations. **Knowledge** Draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Begin to draw plans of increasing complexity.	**Evolution and Inheritance** **Subject Endpoints** **Skills** **Working Scientifically** Identifying scientific evidence that has been used to support or refute ideas or arguments. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. **Knowledge** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. **Light** **Subject Endpoints** **Skills** **Working Scientifically** Deciding where to place rear-view mirrors on cars. Explaining how light appears to travel in straight lines (using a periscope). Look at phenomena – rainbows, colours on soap bubbles, coloured filters and objects looking bent in water. **Knowledge** 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.	**Art** Focus on **William Morris** (English) - study, recreate and design own in the style of (print). **Subject Endpoints** **Skills** Learn about great artists from the past. Create a repeating pattern. To be able to use a tile cutter carefully and accurately. Effectively print using paint and a roller/paintbrush. Develop techniques including control (cutting the design out of the tile with a tile cutter). **Knowledge** Learn about great artists. Improve mastery of techniques including painting with a range of materials (using paint to create a print). Review and revisit ideas (reviewing designs to choose a chosen design). To record observations (comment on existing art and experiment with different designs). **DT** Bridges **(Structures)** **Subject Endpoints** **Skills** Research famous bridges around the world. Learn about Isambard Kingdom Brunel and the impact of his work. Research the different types of bridges and the features they have. Design and make a bridge that meets the success criteria. Evaluate the effective of the bridge against the success criteria **Knowledge** Design- Use research and develop design criteria to inform the design. Make- Select from and use a range of tools and equipment/select and use a range of materials. Evaluate- investigate and analyse a range of existing products/evaluate products against their own design criteria/ understand how individuals in design and technology have helped shape the world. Technical knowledge- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**Religions:** Christianity and Hinduism **Subject Endpoints** **Skills** Explore different sources of wisdom. Compare religious wisdom to the wisdom of Victorian wisdom e.g. Alexander Graham Bell. **Knowledge** Pupils understand the impact wisdom can have on people Pupils create their own teaching to show what is important to them.