



Year 6 - Autumn

History (Crime and Punishment)	Geography (London)	Computing (Programming)	Art (Sketching) /DT (Lego League)	Science (Evolution and inheritance & Electricity)	RE (Christianity)
<ul style="list-style-type: none"> •An aspect or theme (crime and punishment) of British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> •Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics •Identify the position and significance of the Prime/ Greenwich Meridian and time zones (including day and night) •Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied •Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK •Using fieldwork to observe the human features in an environment. 	<ul style="list-style-type: none"> •design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts •use sequence, selection, and repetition in programs; work with variables and various forms of input and output •use logical reasoning to detect and correct errors in algorithms. 	<ul style="list-style-type: none"> •to create sketch books to record their observations and use them to review and revisit ideas •to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <p>Design 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> <ul style="list-style-type: none"> *generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make 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"> *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>Evaluate investigate and analyse a range of existing products</p> <ul style="list-style-type: none"> *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work *understand how key events and 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 	<ul style="list-style-type: none"> •Recognise that living things have changed over time and how fossils provide information about living things that inhabited Earth in the past. •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. •Associate the brightness of a bulb or the volume of a buzzer with the voltage of cells in a circuit •Compare and give reasons for the way components function in circuits •Use recognised symbols when representing a simple circuit in a diagram 	<ul style="list-style-type: none"> •What do we know about Christianity?
<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>	<p>Pupils should be taught:</p>
<ul style="list-style-type: none"> ◇To identify the effects of September 11th ◇The factors that led up to the Gunpowder Plot taking place ◇Who was truly responsible for the events of November 5th ◇How the crimes of fictional pirates compare to those of real-life pirates ◇What is happening around the world with modern piracy ◇The motives behind Burke and Hare's crimes ◇How punishments for crimes have changed over time in Britain 	<ul style="list-style-type: none"> ◇How to use compass points to navigate London. ◇Why London is located where it is within Britain ◇Key human and physical features can be found in and around London (eg River Thames, flood plains) ◇How and why London has expanded over time ◇The impact of different historical periods on London's architecture ◇About the diverse, multicultural nature of London's citizens—compare this with the North East 	<ul style="list-style-type: none"> ◇To write a simple algorithm that achieves a specific goal ◇To debug my algorithm in order to improve its performance ◇To debug an algorithm to improve the performance of an unknown program ◇To write a complex algorithm that achieves a task ◇To write, debug and test a complex algorithm. ◇To write a program that achieves a task in the physical world ◇To debug a program in order to improve its real-world performance 	<ul style="list-style-type: none"> ◇To use blocking to ensure accurate proportions and detail in sketching ◇To use pencil strokes to shade and add a third dimension to sketches ◇To use guideline techniques to add proportion to sketches ◇To edit and refine my work in order to improve it ◇To follow an instruction manual carefully to produce a finished product ◇To evaluate and improve my work on an ongoing basis ◇To test a product to ensure that it meets a specification ◇To wire a simple circuit that enables a LEGO robot to move independently 	<ul style="list-style-type: none"> ◇To identify the ways in which animals are adapted to survive in their environment. ◇To identify the ways in which plants are adapted to survive in their environment ◇To understand how adaptation can increase the chances of survival in the natural world. ◇To understand the theory of evolution and the theories of Charles Darwin ◇To compare fossils to modern skeletons in order to identify examples of evolution. ◇To understand what scientists mean by inheritance ◇To read circuit diagrams in order to produce a functioning circuit ◇To represent circuits using standard scientific symbols ◇To troubleshoot circuits in order to fix or improve them ◇To make predictions about the functioning of a circuit based on diagrams ◇To explain why components behave differently in different circuits ◇To suggest ways to change the brightness of bulbs or the loudness of buzzers in circuits. 	<ul style="list-style-type: none"> ◇The main beliefs Christians have about how to lead a good life ◇The importance of the 10 commandments to the Christian faith ◇The main rituals and beliefs behind the Day of the Dead and what they represent ◇What Christians believe about suffering and evil ◇The importance of Jesus to the Christian faith ◇What Christians believe about the nature of God ◇The important symbols of Christmas and what they represent to Christians
<p><u>Language</u></p> <p>Factors, primary and secondary sources, change, cause and effect, bias, propaganda, reliability, change over time, short and long term factor/causes</p>	<p><u>Language</u></p> <p>Compass, North, South, East, West, North West, South West, South East, North East, human geography, architecture, culture, multiculturalism, maps, key, direction, navigation</p>	<p><u>Language</u></p> <p>Algorithm, code, debug</p>	<p><u>Language</u></p> <p>Line, shading, texture, pencil pressure, perspective, manual, instructions, evaluation, circuits, circuitry</p>	<p><u>Language</u></p> <p>Evolution, adaptation, change, survival of the fittest, inheritance, Darwin, observations, proof, fair test, genes</p>	<p><u>Language</u></p> <p>Commandments, ritual, belief, evil, moral</p>