

Were the Victorians Really Vile?

Autumn Term 2024

Year 6

<p>English</p> <ul style="list-style-type: none"> • Biography - <i>Brunel</i> Facts and opinions, cohesive devices and sentence starters, punctuation for quotes, speech register, formality and standard English. • Poetry - <i>Robert Louis Stevenson 'Travel'</i>? noun phrases, figurative language, sentence types. • Diary/Newspaper Report - <i>Workhouse runaway</i>, tenses, passive voice, quotes/dialogue and punctuation, sentence types. • Narrative - <i>Modern Day 'A Christmas Carol'</i>. Tenses, noun phrases and specific adjectives, Victorian language, settings and atmosphere, dialogue and speech punctuation. 	<p>Science</p> <p>Forces</p> <ul style="list-style-type: none"> • Know that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object • Know how to identify the effects of air resistance, water resistance and friction that act between moving surfaces. • Know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>History</p> <ul style="list-style-type: none"> • Know, order and place on a timeline the key events relating to the Victorian age. • Know what daily life was like for the Victorians (inc. children) and compare with modern life. • Know the social hierarchy. • Know what primary and secondary sources are and how they are used to collect evidence about the past. • Know what the Industrial Revolution was and its significance. • Know significant people of the Victorian age (Queen Victoria, Brunel, David Livingstone, Mary Seacole) • Know how Fore Street has changed since Victorian times. 	<p>Geography</p> <p>Know key facts about the British Empire:</p> <ul style="list-style-type: none"> • Locate the countries of the British Empire on a map. • Compare country names (then and now) • Know the location of the main counties and cities in the UK (link to the expansion of the train network) • Know how to conduct fieldwork in the local area. 	<p>P.S.H.E.</p> <p>Being me in my world</p> <ul style="list-style-type: none"> • Know how to identify my goals for this year. • Know how to understand my fears and worries for the future and express them. • Know that there are universal rights for all children. • Know that my actions affect other people locally and globally. • Know how to make choices about my own behaviour. • Know how rewards and consequences feel. • Know how having a democracy benefits the school community. <p>Celebrating Differences</p> <ul style="list-style-type: none"> • Know that there are different perceptions of normal. • Know that being different can affect someone's life. • Know ways in which one person or a group can have power over another. • Know some of the reasons why some people use bullying behaviours. • Know examples of people with disabilities leading an amazing life.
<p>Key Vocab:</p> <p>onomatopoeia, simile, metaphor, personification, alliteration, adjectives, prepositions, adverbs, adverbials, nouns, verbs</p>	<p>Key Vocab:</p> <p>force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears, nouns, verbs</p>	<p>Key Vocab:</p> <p>Empire, revolution, trends, legislation, monarch, conquer, legacy, continuity, reformation, morale, suffrage,</p>	<p>Key Vocab:</p> <p>Empire, land use, transportation, building, local, regional, national, air pollution, labour, employment, classes, poverty,</p>	<p>Key Vocab:</p> <p>Motivation, rewards, responsibilities, rights, behaviour, community, consequences, democracy, decisions, differences, bullying, direct, indirect, culture, conflict</p>
<p>Art/D.T.</p> <p>Art</p> <p>Printing/Artist Study - William Morris wallpaper (Repeating patterns extension - computing wrapping paper)</p> <ul style="list-style-type: none"> • Know how to print using a variety of materials • Know how to create an accurate print design that reflects a theme • Know how printing links with technology and other media. • Know how to scan images and take digital photos, use software to alter them and adapt them <p>DT</p> <p>Railway Project</p> <ul style="list-style-type: none"> • Know of railway pioneers. • Know the history of railway engineering. • Know how understanding of forces can impact design. • Know how to use pulleys and drive belts. • Know how to cut and measure accurately. • Know how to join materials in a variety of ways. • Know how to apply electrical knowledge to a product. 	<p>Computing</p> <p>Computing systems and networks: Communication and Collaboration</p> <ul style="list-style-type: none"> • Know the importance of internet addresses. • Know how data is transferred across the internet. • Know how sharing information online can help people to work together. • Know different ways of working together online. • Know how we communicate using technology. • Know different methods of online communication. <p>Creating media: Web Page Creation</p> <ul style="list-style-type: none"> • Know how to review an existing website and consider its structure. • Know how to plan the features of a web page. • Know to consider the ownership and use of images. • Know the need to preview pages. • Know the need for a navigation path. • Know the implications of linking to content owned by other people. 	<p>Music</p> <p>Charanga: Happy</p> <ul style="list-style-type: none"> • Know how to use a wide range of musical vocabulary accurately and appropriately. • Know how to appraise the introductions, interludes and endings for songs and compositions they have created. • Know how to perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together. • Know how to use a range of conventional and traditional symbols to record compositions <p>Singing - Victorian Christmas Carols (Inc. Rossetti, In the Bleak Midwinter)</p> <ul style="list-style-type: none"> • Know how to sing songs across a variety of styles with accuracy and confidence Know the history, purpose, meaning, message and mood of a song • Know how to sing independently with increasing accuracy and confidence 	<p>R.E.</p> <p>How do Christians decide how to live? What would Jesus do?</p> <ul style="list-style-type: none"> • Know how to identify features of Gospel texts (for example, teachings, parable, narrative) • Know how to make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives • Know how to articulate their own responses to the issues studied, recognising different points of view. <p>Why do Christians Believe that Jesus is the Messiah?</p> <ul style="list-style-type: none"> • Know the place of Incarnation and Messiah within the 'big story' of the Bible. • Know how to identify Gospel and prophecy texts, using technical terms. • Know connections between biblical texts, Incarnation and Messiah, using theological terms. • Know how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. • Know how the idea of Jesus as the 'Messiah' - a Saviour from God - is important in the world today. 	<p>French</p> <p>Phonetics lesson 3</p> <ul style="list-style-type: none"> • Know silent letters and consonants at the end of words. • Know how to pronounce the French alphabet and different accents on letters. <p>At School (PR)</p> <ul style="list-style-type: none"> • Know the vocabulary for school subjects. • Know what subjects they dislike and like at school. • Know why they like and dislike certain subjects at school. • Know how to tell the time in French. • Know how to say what time they study certain subjects at school. <p>Healthy Lifestyle (PR)</p> <ul style="list-style-type: none"> • Know 10 foods and drinks that are bad for your health. • Know what activities they can do to keep in shape during the week. • Know what to do to keep a healthy lifestyle. • Know how to make a healthy recipe in French.
<p>Key Vocab:</p> <p>tonal range, intaglio, screen print, multilayer image, pigment, palette input, output, 'fit for purpose', pulleys, drive belt, template, gears, brakes</p>	<p>Key Vocab:</p> <p>network, internet, devices, WWW, content, websites, digitally, search results, search engine, vector, layers, group/ungroup, alignment</p>	<p>Key Vocab:</p> <p>dynamics, verse, chorus, texture, tempo, rhythm, pitch, pulse, timbre, notation, structure</p>	<p>Key Vocab:</p> <p>Gospels, commandments, parable, community, sermon, prayer, confessions, praise, worship, forgiveness, justice, peace, Messiah, Saviour, incarnation.</p>	<p>Key Vocab:</p> <p>(See vocab list in books)</p>