



# Food Glorious Food

## Year 6

### Autumn 2



#### Food Glorious Food

Science

Evolution and Inheritance

History

Significant person (George Stephenson), Significant events in History.

Geography

Local area study

Design Technology

Sewing

PE

Gymnastics

RE

Christianity: Christmas

Computing

Multimedia: Sell My School/My Non-Linear Presentation

PSHE

Celebrating Difference

Science

<b>Evolution and inheritance</b>		<b>Term: 2</b>	<b>Year: 6</b>
<b>Foundations of previous learning:</b> Not previously taught.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<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 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>	Use complex science words correctly Use a science model to explain Draw diagrams to describe/explain Construct a complex table Construct charts & graphs Draw trend lines	To know why fossils are so important. To know how we are different and how are we the same. To know how living things are adapted to their environment. To know how living things change.	Fossil Extinction Variation Inheritance Feature adaptation (various) species natural selection evolution
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	vein heart heart chambers pulse recovery time drugs (various) alcohol nicotine tar
	Explaining science Data, table and graphs (See Phil Watkins Assessment boards)	Why are fossils so important? How are we different? How are we the same? How are living things adapted to their environment? How do living things change?	

History

<b>Significant person (George Stephenson), Significant events in History.</b>		<b>Topic: Food glorious food</b>	<b>Term: Autumn 2</b>	<b>Year: 6</b>
<p><b>Foundations of previous learning:</b>                  This unit links to Y1 Kings and Queens where the children first encountered Queen Victoria and other monarchs they have met along the way.                  This unit builds on from cause and consequence work from Y5 to look at main changes within a period of time                  This unit links from Autumn 1 looking at how an individual’s work can impact life both at and after the time.</p>				
<b>Unit Learning</b>				
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>	
<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>A local history study</li> </ul>	<p><b>Chronological understanding</b>                  Uses timelines to place events, periods and cultural movements from around the world.                  Describes main changes in a period in history.                  Names date of any significant event studied from past and place it correctly on a timeline.</p> <p><b>Knowledge and understanding</b>                  Chooses reliable sources of factual evidence to describe findings.                  Describes how aspects of life in the 21st century are shaped/ impacted by past events</p> <p><b>Historical enquiry</b>                  Evaluates the usefulness and accurateness of different sources of evidence.                  Selects the most appropriate source of evidence for particular tasks.                  Forms own opinions about historical events from a range of sources.</p> <p><b>Organisation and communication</b>                  Presents information in an organised and clearly structured way.                  Makes use of different ways of presenting information.</p>	<p>The Victorian period key dates 1837 – 1901                  To understand George Stephenson (local engineer) role in the importance of developing the steam train                  To know that the first journey by steam train was from Stockton to Darlington                  To understand and use the term industrial revolution                  To understand the life of a child in Victorian Britain                  To understand how Dr Bernardo changed the lives of working children                  To understand what life was like during the Victorian era                  How did Britain change during the Victorian era?</p>	Victorian Queen Victoria Reign Industrial Revolution Steam engine Rocket George Stephenson Darlington Stockton Era Mines Pit Workhouse Gruel Factory/ Factory Act Children’s Act Beamish Tram	
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>		
	<p>I can question and evaluate the usefulness and accuracy of different sources of evidence and select the most appropriate for a particular task.</p> <p>I can describe the main changes in a period of history using chronological and subject specific terminology.</p>	<p>When was the Victorian period?                  Who was George Stephenson and why was he important?                  Where was the first journey by steam train from and to?                  How did the railways change life in Britain?                  What was the industrial revolution?                  What was life like for a child in the Victorian times?                  How did Britain change in the Victorian era?</p>		

## Geography

Local Area Study	Topic: Food Glorious Food	Term: Autumn 2	Year: 6
<p><b>Foundations of previous learning:</b></p> <p>In Lower KS2 the children have developed their map skills and can identify geographical features using symbols from a key as well as draw a sketch map and use agreed symbols for their key. They can use 8-points compass directions and apply this to finding the location of a country or geographical process. Children can locate and name features on an Ordnance survey map. They can compare features found in different countries and offer explanations for the locations of these features. The children have plotted routes from one country to another and within a country and they have identified landmarks or countries passed along the way. The children's knowledge of the world has increased and they can locate and explain the significance of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. The children have also been able to identify how people can impact the environment and explain ways in which people try to sustain the environment.</p> <p>In Year 5 children produced scaled maps and made reference to lines of latitude and meridian of longitude when describing where places are through their learning about WW2. Children have developed their map skills and can use 4 and 6 figure grid references on an Ordnance survey map or world map. Children have learned how weather and climate use effects land use and food production. They can describe how human activity has impacted or changed the physical characteristics of a place in the world. When learning about the Greeks, children used tourism to support their understanding of weather and climate within different countries but in the same continent. They are able to recognise and describe some of the physical and human features of Greece including the impact of tourism on the environment.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <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>Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.</p> <p>Use the web and satellite mapping tools to find out and present geographical information about a place.</p> <p>Present findings both graphically and in writing using appropriate vocabulary.</p> <p>Produce accurate scaled maps.</p>	<p>I know that the railway line began in Darlington.</p> <p>I can explain the development and growth of the railway.</p> <p>I can locate counties the railway went through as it grew.</p> <p>I understand the challenges and how they were overcome in the building of the railway (needs to build viaducts etc).</p> <p>I understand the impact the railway had on transporting and development of the railway system for trade and tourism.</p> <p>I understand the benefits of using different transports.</p> <p>I can use digital mapping to plot routes.</p>	<p>Transport</p> <p>Steam Engine</p> <p>Rail</p> <p>Trade</p> <p>Tourism</p> <p>Viaduct</p> <p>Bridges</p> <p>Scale</p> <p>Digital Mapping</p> <p>County</p> <p>Town</p> <p>Route</p> <p>Satellite images</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Produce accurate scaled maps.</p> <p>Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.</p>	<p>Can you locate Darlington and Stockton on a UK map and in context to the world?</p> <p>Can you explain their counties?</p> <p>Can you explain where the railway began and why?</p> <p>Can you explain how the railway grew and the reasons for this?</p> <p>What challenges did the building of the railway encounter?</p> <p>Can you explain the benefits and negative impact of different modes of transport? Think about the environment too.</p> <p>Can you use a digital map to plot a range of routes?</p>	

Design Technology

<b>Sewing</b>	<b>Topic: Food glorious food</b>	<b>Term: Autumn 2</b>	<b>Year: 6</b>
<b>Foundations of previous learning:</b> Children will have sewn using a range of different stitches.			
<b>Unit Learning</b>			
<b>NC Objective - Coverage</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Vocabulary</b>
When designing and making, pupils should be taught to:  <b>Design</b> 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  <b>Make</b> Select from and use a wider range of tools and equipment to perform practical tasks accurately 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  <b>Evaluate</b> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<u><b>Plan and communicate ideas</b></u> Develop a design specification.  <u><b>Make (technical knowledge)</b></u> Pin, sew and stich material together to create a product. Achieve a quality product. Make modifications as they go along  <u><b>Evaluate</b></u> Evaluate against their original criteria and suggest ways that their product could be improved.	To draw a design specification How to complete a running stitch with accuracy	Design Specification Running Stitch Blanket Stitch Needle Threading Material Accuracy Template Product Evaluate
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	Develop a design specification. Pin, sew and stich material together to create a product	How do you draw a design specification? How do you do a running stitch? What ways can you join these two materials?	

## Physical Education

Gymnastics		Term: Autumn 2	Year: 6
<b>Foundations of previous learning:</b>			
<p>Year 1 Gymnastics</p> <p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball.</p> <p>Accurately shadow a partner's movements.</p> <p>Create simple movement patterns, showing awareness of rhythm.</p> <p>Run a short distance with some control. Jump with both feet from standing.</p> <p>Throw a projectile in a given direction.</p> <p>Show control and co-ordination when moving or standing still.</p> <p>Perform basic sequences, using space safely and recognising simple technical words.</p> <p>Perform basic gymnastic actions, including travelling, rolling, jumping and climbing, and stay still when required.</p> <p>Manage the space safely, showing good awareness of each other, mats and apparatus.</p> <p>Make up and perform simple movement phrases in response to simple tasks.</p> <p>Link and repeat basic gymnastic actions.</p> <p>Perform movement phrases with control and accuracy</p> <p>Know when their body is active and talk about the difference between tension and relaxation.</p> <p>Carry and place appropriate apparatus safely, with guidance.</p> <p>Watch and describe accurately a short sequence of basic gymnastic actions, using appropriate language</p> <p>Copy a partner's sequence of movement.</p> <p>To show their understanding</p> <p>To perform as an individual and as part of a group.</p> <p><i>Assessment: Compose and perform a series of basic actions in gymnastics.</i></p>	<p>Year 2 Autumn 2 Gymnastics</p> <p>Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling.</p> <p>Take part in activities and work with others to complete a task.</p> <p>Perform a range of actions with control and coordination</p> <p>Repeat accurately sequences of gymnastic actions</p> <p>Move smoothly from a position of stillness to a traveling movement</p> <p>Move smoothly and in a controlled way from one position of stillness to another</p> <p>Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end</p> <p>Adapt the sequence to include apparatus or a partner.</p> <p>Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency</p> <p>Say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool</p> <p>Recognise and avoid risks when handling and placing apparatus .</p> <p>Describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control</p> <p>Choose one aspect of their sequence to improve, and say how to improve it .</p> <p>To identify and show their understanding.</p> <p>To perform as an individual and as part of a group.</p> <p><i>Assessment: Move smoothly from one action to another in a gymnastics sequence.</i></p>	<p>Year 2 Summer 2</p> <p>Create their own shapes on a range of body parts and hold balances still.</p> <p>Identify which part of a performance may need to be improved.</p> <p>Work with a partner to create their own matching balance.</p> <p>Perform paired balances on different pieces of equipment.</p> <p>Demonstrate three different types of roll correctly, including a curled side roll.</p> <p>Show control when performing log, teddy bear and curled side rolls.</p> <p>Perform at least two types of jump correctly, showing a clear body shape in the air.</p> <p>Jump off apparatus independently and land safely</p> <p>Can compose, remember and perform their own sequence containing at least one roll, balance and jump.</p> <p>Describe what is good about a sequence and identify an area for improvement.</p> <p>Work with a partner to compose, remember and perform a matching sequence containing at least one roll, balance and jump.</p> <p>Show good control when performing balances, jumps and rolls, and link movements together to make a sequence.</p> <p><i>Assessment: Can compose, remember and perform their own sequence containing at least one roll, balance and jump.</i></p>	
<p>Year 3/4 Cycle 1</p> <p>Explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel</p> <p>Practice an action or short sequence of movements, and improve the quality of the actions and transitions</p> <p>Show control, accuracy and fluency of movement when performing actions on their own and with a partner</p> <p>Devise and perform a gymnastic sequence, showing a clear beginning, middle and end</p> <p>Adapt a sequence to include different levels, speeds or directions</p> <p>Work well on their own and contribute to pair sequences</p> <p>Understand the importance of warming up</p> <p>Identify when their body is warm and stretched ready for gymnastic activity</p> <p>Understand that strength and suppleness are important parts of fitness</p> <p>Explain the differences between two performances</p> <p>Identify when two performances have the same elements and order, and comment on their quality</p> <p>Understand what is involved in the process of improving a performance</p> <p><i>Assessment: Compose and perform a series of gymnastics actions combining floor, mats and apparatus.</i></p>	<p>Year 3/4 Cycle 2</p> <p>To develop the range of actions, body shapes and balances they include in a performance</p> <p>To create gymnastic sequences that meet a theme or set of conditions</p> <p>To use compositional devices when creating their sequences, such as changes in speed, level and direction</p> <p>To describe their own and others' work, making simple judgments about the quality of performances and suggesting ways they could be improved</p> <p>To know how the body reacts during different types of activity, and how this affects the way they perform.</p> <p><i>Assessment: Compose and perform difficult gymnastics combinations fluently and with control, refining sequences as part of a group.</i></p>	<p>Year 5:</p> <p>Show good technique and fluency of movement when performing long and triple jumps and speed bounce.</p> <p>Make complex sequences and combine actions, shapes and balances. My movements are clear, controlled and consistent. I can perform a vault.</p> <p>Perform combinations of actions and abilities that show clear differences between levels, speeds and directions</p> <p>Perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension</p> <p>Repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction</p> <p>Adapt sequences to include a partner or a small group</p> <p>Take more responsibility for their own warm up</p> <p>Know how muscles work, how to stretch, and how to carry out strengthening exercises safely</p> <p>Know why strength and suppleness are important in gymnastics</p> <p>Watch and comment on the quality of movements, shapes and balances, and the way apparatus is used</p> <p>Identify which aspects were performed consistently, accurately, fluently and clearly</p> <p>Suggest improvements to speed, direction and level in the composition</p> <p><i>Assessment: Compose and perform longer gymnastics sequences with more difficult actions showing extension, clear body shape and changes in speed, level and direction.</i></p>	
<b>Unit Learning</b>			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	To know the names of a variety of gymnastics moves.		Front roll Back roll Teddy bear roll Symmetrical/asymmetrical Canon Unison Apparatus Unison
	To know how to execute movements safely.		
	To know a variety of ways to sequences movements in an elegant manner.		
	To show an understanding of the attributes of performance in front of an audience.		
	<b>Assessment</b>		
	Compose and perform difficult gymnastics combinations fluently and with control, refining sequences as part of a group.		

Religious Education

<b>Christianity: Christmas</b>		<b>Year: 6</b>	<b>Term: Autumn 2</b>
<b>Foundations of previous learning:</b> To understand Christians believe Jesus to be God in human form (incarnation). To know how their celebrations during Christmas compare to the true 'meaning' of Christmas. To be aware of other key symbols using during other religious celebrations. To understand what some symbols teach about Jesus.			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<b>Do Christmas traditions and celebrations help Christians understand who Jesus was and why he was born?</b> <ul style="list-style-type: none"> <li>To evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</li> </ul>	<b>Thinking about religion and belief</b> Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. <b>Enquiring, investigating and interpreting</b> Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret the significance and impact of different forms of religious and spiritual expression <b>Practices and lifestyle (what people do)</b> Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. <b>Expression and language (how people express themselves)</b> Compare the different ways in which people of faith communities express their faith. <b>Identity and experience (making sense of who we are)</b> Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. <b>Meaning and purpose (making sense of life)</b> Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.	To understand that there is a variety of different ways in which events can be celebrated. To know the key ways in which Christmas is celebrated in England. To know that some celebrations do not always refer back to key Christian beliefs. To identify that there are different interpretations of the Christmas story but they all withhold the key messages. To be able to explain incarnation and how this is demonstrated through celebrations and traditions.	Incarnation Crib Carols Church Nativity Wreaths Gospel
	I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating and how other ways are not.  I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.	I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.	

Computing

Sell My School/My Non-Linear Presentation		Topic: Multimedia	Year: 6	Term: Autumn 2	
<p><b>Foundations of previous learning:</b> Children from Year 5 are be able to...</p> <ul style="list-style-type: none"> <li>• use text, photo, sound and video editing tools to refine my work.</li> <li>• use the skills I have already developed to create content using unfamiliar technology.</li> <li>• select, use and combine the appropriate technology tools to create effects that will have an impact on others.</li> <li>• select an appropriate online or offline tool to create and share ideas.</li> <li>• review and improve my own work and support others to improve their work.</li> </ul>					
<b>Unit Learning</b>					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
<p>To 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>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>To 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><b>Information Technology:</b> To combine a variety of software to accomplish given goals and select, use, combine Software. Evaluate and improve presentations in the light of discussions. Create data collection forms, making a graph to sort and filter Information.</p>	<p><b>Sell My School</b> To talk about audience, atmosphere and structure when planning a particular outcome. To confidently identify the potential of unfamiliar technology to increase my creativity. To combine a range of media for a digital presentation, recognising the contribution of each to achieve a particular outcome. To confidently identify the potential of unfamiliar technology to increase my creativity</p> <p><b>My Non-Linear Presentation</b> To talk about audience, atmosphere and structure when planning a particular outcome. To confidently identify the potential of unfamiliar technology to increase my creativity. To combine a range of media, recognising the contribution of each to achieve a particular outcome. To tell you why they have selected a particular online tool for a specific purpose. To be digitally discerning when evaluating the effectiveness of my own work and the work of others.</p>	<p>Animate Animation App Audience Bullet points Clipart Comic strip Document Edit Folder Font Greenscreen Insert Heading / subheading Hyperlink Layout Narration</p>	<p>Persuasive Production Right click Select Screen shot Shift Slides Software Sound effect Sound recording Storyboard Style Tab Template Theme</p>	
	<b>Assessment of Skills/Assessment of Knowledge</b>				
	<p><b>Sell My School</b> Can explain what is special about my school and how you can tell others? <b>Can you create a film to sell my school combining video, photos and sound?</b></p> <p><b>My Non-Linear Presentation</b> Can you demonstrate most of the PowerPoint / Google Slides basic skills? Can you talk about what makes an engaging presentation and why? Can you make a Slide Master that features a background image? <b>Have you created a non-linear presentation, with a range of features that will appeal to your audience?</b></p>				



PSHE

<b>Celebrating difference</b>		<b>Jigsaw</b>	<b>Year: 6</b>	<b>Term: Autumn 2</b>
<b>Foundations of previous learning:</b> Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique Y2 - I can identify some ways in which my friend is different from me, I can tell you why I value this difference about him/her Y3 – I can tell you about a time when my words affected someone’s feelings and what the consequences were, I can give and receive compliments and know how this feels Y4 - I can tell you a time when my first impression of someone changed as I got to know them, I can explain why it is good to accept people for who they are Y5 - I can explain the differences between direct and indirect types of bullying, I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied				
<b>Unit Learning</b>				
<b>Themes (Puzzle pieces)</b>	<b>Outcomes</b>	<b>Vocabulary</b>		
Ami I Normal? Understanding disability Power struggles Why Bully? Celebrating difference	I understand there are different perceptions about what normal means I can empathise with people who are living with disabilities I understand how having a disability could affect someone’s life I am aware of my attitude towards people with disabilities I can explain some of the ways in which one person or a group can have power over another I know how it can feel to be excluded or treated badly by being different in some way I know some of the reasons why people use bullying behaviours I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I’m part of one I can give examples of people with disabilities who lead amazing lives I appreciate people for who they are I can explain ways in which difference can be a source of conflict and a cause for celebration I can show empathy with people in either situation	Perceptions Disability Empathy Power Excluded Treatment Bullying Celebration		
	<b>Assessment</b>			
	I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation			