



YEAR 6

CURRICULUM LEAFLET

DISCOVER—AUTUMN 1

Industrial Revolution



READING

Children will begin to read *The Invention of Hugo Cabret* by Brian Selznick in Destination Reader. We will be combining strategies using evidence from the text to support our understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read.



WRITING

Using *The Invention of Hugo Cabret* by Brian Selznick, children will learn and revise many of the key grammar requirements of Y6 and have opportunity to apply them by writing a missing flashback chapter exploring Hugo's experience of living Uncle Claude, as well as researching the about the famous film director George Méliès and writing a biography about his life. We will also write a newspaper report based on the story *The Giant's Necklace* by Michael Morpurgo.



MATHS

Review Prior Learning:

- To add and subtract whole numbers with more than 6 digits
- Calculating with whole numbers and decimals
- To multiply and divide by 10, 100 and 1000.
- To divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately

New Learning:

- Integers and decimals
- Multiplication and division

RE/ PSHE

RE: How did the World Begin?



PSHE:

Introduction: Setting ground rules for RSE & PSHE lessons; Wellbeing



PE/COMPUTING

PE:

Teachers: Indoors: Fitness

First Kicks: Outdoors: OAA



Computing : Online safety

Learning to deal with issues online that can produce negative feelings and exploring ways to overcome this; learning about the impact and consequences of sharing information online; exploring how to develop a positive online reputation; combating and dealing with online bullying and managing personal passwords effectively.



SPANISH/MUSIC

Spanish:

The weather *Qué tiempo hace?* Spain, location of major towns, geographical features, ¿Dónde está?

Music: Happy (Pop/Neo Soul)

Pupils will explore Pop and Neo Soul in their music lessons. They will also explore songs such as: *Top Of The World* sung by *The Carpenters*; *Don't Worry, Be Happy* sung by *Bobby McFerrin*; *The Waves When You're Smiling* sung by *Frank Sinatra*

ART/ DT

Art : Drawing—Make my Voice Heard

Children will draw upon their experiences of creative work and their research to develop their own starting points for creative outcomes.

DT: Food: Come Dine with Me

Children will research and prepare a three-course meal. They will taste-test and score their food and when they aren't cooking, they will research the journey of their main ingredient from 'farm to fork' or write a favourite recipe to include in a class cookbook.





YEAR 6

HISTORY

AUTMUN 1

INDUSTRIAL REVOLUTION

PRIOR KNOWLEDGE

Previously in Year 3:

- **Villages, Towns and Cities (Geography)**—Where are the world's people?

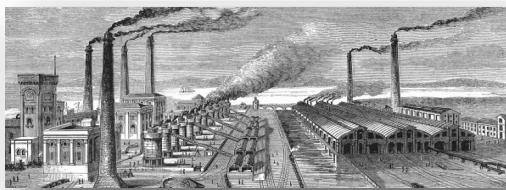
Previously in Year 5:

- **Benin Kingdom (History)**—Reasons why Benin grew into a successful empire.
- **Slums (Geography)**—What is a slum?
- **Energy and Sustainability (Science)**—What is sustainability?

FUTURE KNOWLEDGE

Later in Year Y6:

- **Twentieth Century Conflicts (History)** -The new weaponry of the first world war.
- **Population (Geography)** - Why slums develop around rapidly growing cities
- **Civil Rights (History)** - Make connections and contrasts between different time periods studied and talk about trends over time



NEW KNOWLEDGE

During this unit, I will learn:

- What were the key features of Victorian society?
- How did living conditions change during the Industrial Revolution?
- How did working conditions change during the Industrial Revolution?
- What inventions revolutionised the lives of British people?
- How did the Industrial Revolution change Feltham?
- What political changes took place during the Industrial Revolution?

NEW HISTORY SKILLS

During this unit, I will learn:

- **Chronological understanding:** Identify periods of rapid change in history and contrast them with times of relatively little change
- **Historical inquiry:** Understand how historical artefacts have helped us understand more about British lives in the present and past.
- **Knowledge and interpretation:** Make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same.

KEY IDEAS AND VOCABULARY

The Industrial Revolution was a period of major changes in the way products are made. Many factories were built and laborers began making large numbers of things using machines powered by engines. England was the first country in which these changes took place.

Industry



The process of making products by using machines and factories.

Industrial Revolution



A time of great change in Britain between 1760-1900. Shift to mass-production of products.

Population



The number of people living in a particular place.

Economy



The system of how money is used and products distributed within a particular country.

Agriculture



Process of producing food by farming: growing crops and rearing animals.

Poverty



The lack of basic human needs such as clean water, food, healthcare, education and shelter.

Mass production



Process of making multiple products of the same standard quickly, e.g. textiles.

Era



Clear period of time on history.

Sanitation



Process of cleaning drinking water and getting rid of sewage (waste).

Child labour



Employment of children in a business or industry.



YEAR 6

SCIENCE

AUTUMN 1

CHEMICAL REACTIONS

PRIOR KNOWLEDGE

Previously in Year 4:

- **Phases of Matter**—Recognise the properties of the particles in the three states of matter and the effect of heat on particles

Previously in Year 5:

- **Physical and chemical changes**—what happens to particles when heating or cooling
- **Separating Mixtures**— know how to separate mixtures through boiling

FUTURE KNOWLEDGE

Later in Year 6:

- **Sustainability (Chemistry)** - What are everyday materials made from?
- **Heat (Physics)** - Describe what happens to particles when they are heated
- **Energy (Physics)** - Give the names of different energy stores

NEW KNOWLEDGE

During this unit, I will learn:

- How do particles in solids liquids and gasses behave?
- What do the particles in pure substances and mixtures look like?
- What happens to particles during dissolving?
- How can mixtures be separated?
- How can we tell when a chemical reaction has taken place?
- What happens to particles during burning?

SCIENTIFIC ENQUIRY

During this unit, I will learn the following practical skills:

- To group and classify a broad range of materials based on their properties
- Planning different types of scientific enquiries to answer questions.
- To demonstrate that dissolving, mixing and changes of state can be reversible changes
- Using test results to make predictions to set up further comparative and fair tests

KEY IDEAS AND VOCABULARY

During this unit, pupils will explore the key parts of a healthy diet and lifestyle. They will also explore what happens to the circulatory system during exercise. Finally, pupils will learn about medicinal drugs, nicotine and alcohol and what effect this has on the body.

