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.

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

PSHE/ DT

PSHE:

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

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.

PE

Teachers: Indoors:

Gymnastics

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.

ART

Art : Art & Design Skills

Children will learn and develop their skills in: design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper

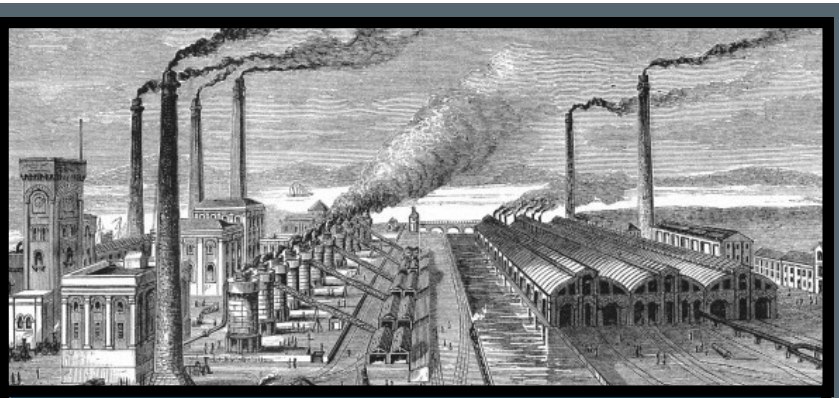
YEAR 6 HISTORY AUTUMN 1 Industrial Revolution

PRIOR KNOWLEDGE

- **Villages, Towns and Cities**—Where are the world's people? **(Y3)**
- **Benin Kingdom**—Reasons why Benin grew into a successful empire. **(Y5)**
- **Slums**—What is a slum? **(Y5)**
- **Energy and Sustainability**—What is sustainability? **(Y5)**

SKILLS YOU ALREADY HAVE

- Evaluate knowledge of the past and how it is constructed using a range of sources.
- Devise historically valid questions about change, cause , similarity and difference, and significance.
- Begin to develop an understanding of chronology.



Vocabulary

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 basis 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

NEW HISTORY KNOWLEDGE

- 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

- To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods.
- To note connections, contrasts and trends over time.
- To devise historically valid questions about change, cause, similarity and difference, and significance.

YEAR 6 SCIENCE AUTUMN 1 Chemistry: Chemical Reactions

Prior Knowledge

- **Phases of Matter**—*Recognise the properties of the particles in the three states of matter and the effect of heat on particles* **(Y4)**
- **Physical and chemical changes**—*what happens to particles when heating or cooling* **(Y5)**
- **Separating Mixtures**— know how to separate mixtures through boiling **(Y5)**

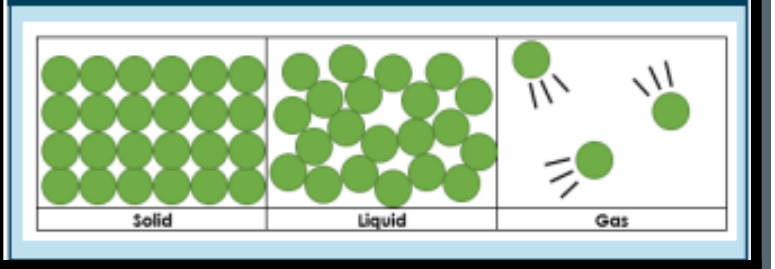
Prior science skills

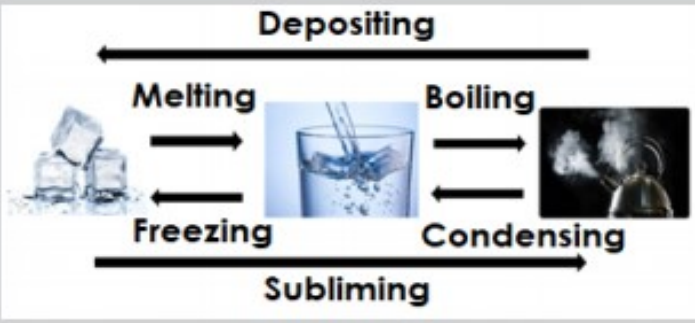
- To set up simple practical enquiries, comparative and fair tests
- To record findings using simple scientific language, drawings and labelled diagrams
- To make systematic and careful observations and take accurate measurements using standard units, and a range of equipment.

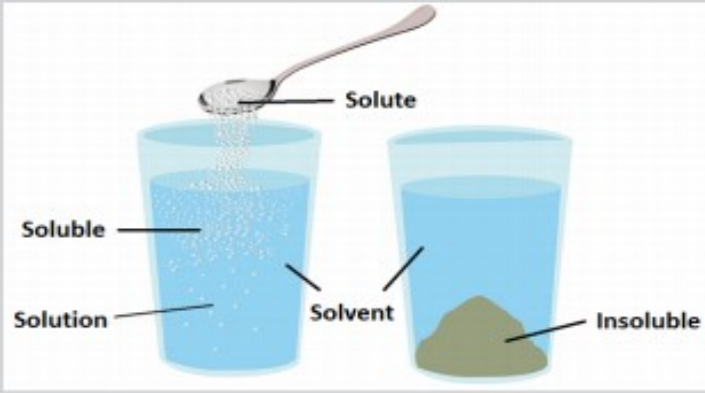
Physical Changes

Physical changes take places when particles change arrangement

Particle arrangement in solids, liquids and gases







New Science Knowledge

- 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?

New Science 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

Chemical Change

Chemical change is when the particles that you begin with (reactants) turned into new particles (products)