

Year	6	Term	Autumn Term 2
Theme	How was Derby part of the Industrial Revolution?	Big Question	How was Derby part of the Industrial Revolution?
<p>Focus of unit and scope of unit:            This unit looks at the Victorian era and the impact this has on local history and also the wider world using the language of cause and consequence. It uses first hand sources to find out information more independently about the era and the social changes that happened. The unit looks at the children's rights and compares it the UNCRC rights currently and asks children to reflect on this.            During the unit the children learn about William and May Morris and how to create botanical printing patterns in the style of Morris.            The will learn about electricity and drawing scientific circuit diagrams as as well as having the opportunity to plan, carry out and present results and data for a scientific investigation.</p>			
Caring	Creative	Critical	SMSC/Equalities/British Values
<p>The children will work in groups and pairs and listen to each other's interpretation of resources and reflections on art work.            Children will be encouraged to think about social reform and the impact this had on children at the time and also today</p>	<p>Children will be encouraged to design their own botanical pattern and print using overprinting , including the techniques that appear in nature.            Children will be encouraged to share their ideas through oracy and discuss and debate different points of view.</p>	<p>Children will be encouraged to think scientifically and give reasons for their thinking about whether or not circuits will work. They will have the opportunity to plan, carry out and analyse their results of a scientific investigation.</p>	<p>Children will be encouraged to look at the patterns present in nature. They will reflect on the rights of children now and in the Victorian era and understand how history has impacted on today.            Children will listen to other's views and understand there may be different viewpoints for the same event.</p>
Big Start		Big Finish	
Victorian School Experience		Great Exhibition	
Experience			Local Studies Library/ Pickford House

## History - Victorians

Year 6	Autumn Term: How did the Victorians change Derby and Britain?			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<p>The children have previously learnt about different eras of British history and the impact on life today and how things have changed. They have learnt that there were often causes and consequences for historical events in Britain and in the wider world.</p>		<p>As children move through the secondary school they will know and understand significant aspects of the history of the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses. They will begin to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</p>	
Knowledge and Skills	Historical Era	Historical Theme		Significant People / Events
	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -</b></p> <ul style="list-style-type: none"> <li>Know how the Victorians and the Industrial Revolution affected and changed Britain, including Derby</li> <li>Know how the lives of wealthy people were different from the lives of poorer people.</li> <li>To understand some of the causes and consequences of the Industrial Revolution on social reforms.</li> <li>Know how Britain has had a major influence on the world.</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>explain the causes and consequences of events using examples to support my explanation.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>investigate and explain describe social, cultural, religious and ethnic diversity and compare with other periods of history studied in KS2 , making links between some features .</li> </ul>		<ul style="list-style-type: none"> <li>describe and make links between events, people and changes in a period of history</li> <li>Explain reasons for above.</li> </ul> <p>Richard Arkwright Queen Victoria William Morris</p>
	Chronological Understanding		Historical Enquiry and Interpretation	
	<ul style="list-style-type: none"> <li>Independently order and sequence at least 10 main events from the history topic being studied.</li> </ul>		<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Know that people both in the past and in the present have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>	
Vocabulary	<p>Industrial Revolution Social reforms Causes and consequences Social history Cultural history</p>	<p>Historical interpretation Influence Victorian era</p>		

## Science

Year 6	Autumn Term 2: Victorians - Electricity		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>The children have previously looked at series circuits and used components to build a simple circuit.</p> <p>They have planned and carried out investigations and will now ask their own questions and investigate them.</p> <p>Children will draw an accurate circuit diagram.</p>		<p>The children will move on to look at different types of circuits such as parallel. They will expand their knowledge of components to include resistors.</p> <p>The will ask and investigate scientific questions with increasing independence.</p>
Knowledge and Skills	Planning an Investigation	Carrying Out an Investigation	Presenting Evidence and Drawing Conclusions
	<ul style="list-style-type: none"> <li>I can plan different types of science enquiries to answer questions.</li> <li>I recognise and control variables where necessary.</li> <li>I decide what observations and measurements to make and what equipment to use (giving reasons) to make my measurements and observations.</li> </ul>	<ul style="list-style-type: none"> <li>I identify possible risks to myself and others.</li> <li>I record data and results of increasing complexity using e.g. scientific diagrams and labels and tables.</li> </ul>	<ul style="list-style-type: none"> <li>From my data and observations, I draw valid conclusions (i.e. consistent with the evidence) including causal relationships.</li> <li>I identify scientific evidence to support or refute the ideas or arguments for my conclusion.</li> </ul>
	Substantive Knowledge		Famous Scientists
	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.</li> <li>Compare and give reasons for why components work and do not work in a circuit.</li> <li>Draw circuit diagrams using correct symbols.</li> </ul>		<p>Thomas Edison</p>
Vocabulary	<p>Circuit diagram</p> <p>Voltage</p> <p>Cells</p> <p>Components</p> <p>Causal relationships</p>	<p>Variables</p> <p>Independent variable</p> <p>Dependent variable</p>	

Year 6	Term: William Morris Printing		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously explored a range of printing techniques using different methods.</p> <p>They have previously looked at patterns and symmetry in art and the importance of colour.</p>		<p>Children will use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas .</p> <ul style="list-style-type: none"> <li>- use a range of techniques and media, including painting</li> <li>- Increase their proficiency in the handling of different materials</li> <li>- Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul> <p>Learn about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>
Knowledge and Skills	Being an Artist	Drawing / Painting / Sculpture	Elements of Art
	<ul style="list-style-type: none"> <li>• Explain why I have used specific tools and techniques to create my art.</li> </ul>	<p><b>Painting/ Printing</b></p> <ul style="list-style-type: none"> <li>• Know how to create an accurate print design following criteria.</li> <li>• Know how to overprint and collage to create different patterns and effects. <ul style="list-style-type: none"> <li>• To create printing blocks by simplifying an initial sketch book idea.</li> <li>• To use relief or impressed method</li> </ul> </li> </ul>	<p><b>Create sophisticated artwork using their knowledge of patterns.</b></p> <p>Understand how artists manipulate materials, colour and line to create texture.</p>
	Work of Artists - Appreciation		Work of Artists - Art History
	<ul style="list-style-type: none"> <li>• Explain the style of my work and how it has been influenced by a famous artist or culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different techniques and styles used in the work of others and famous artists. William Morris</li> </ul>	
Vocabulary	<p>Printing blocks</p> <p>Relief</p> <p>Overprint</p> <p>Impressed method</p>		