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Description automatically generated**Newquay Junior Academy – Autumn Sequence - Year 6**

**‘VICTORIANS’**

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| **SCIENCE**  **Prior knowledge…** Understand there is a variety of life on Earth and know that some animal’s differences are important to their survival. Know how animals and plants reproduce and how fossils form over time. |  |  |  | **DESIGN TECHNOLOGY**  **Prior knowledge...**   * **Understand how beef gets from the farm to our plates.** * **Present a subject as a poster with clear information in an easy to read format.** * **Contribute ideas as to what a ‘healthy meal’ means.** * **Notice the nutritional differences between different products and recipes.** * **Recognise nutritional differences between two similar recipes and give some justification as to why this is.** * **Work as a team to amend a bolognese recipe with healthy adaptations.** * **Follow a recipe to produce a healthy bolognese sauce.** * **Design packaging that promotes the ingredients of the bolognese.** |  |
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| **INTENT**  Pupils will gain an understanding into how humans and other animals evolve and adapt over time as well as how fossils are formed. |  |  |  | **INTENT**  Pupils will design and make a mince pie. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  **Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics, Variation, Inherited, Environmental, Mutation, Competition, Survival of the Fittest, Evidence,**  **Life cycles have evolved to help organisms survive to adulthood.**  **Over time the characteristics that are most suited to the environment become increasingly common.**  **Organisms reproduce and offspring have similar characteristic patterns.**  **Variation exists within a population (and between offspring of some plants)** |  |  |  | **VOCABULARY/STICKY KNOWLEDGE**  Consistency, crumb, pastry, chill, glazing, dusting, traditional, texture, aesthetics**.** |  |
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| **SEQUENCE OF LESSONS:**  1 - To understand and explain the key ideas of the theory of evolution.  2 - To explain the scientific concept of inheritance.  3 - To demonstrate understanding of the scientific meaning of adaptation.  4 - To identify the key ideas of the theory of evolution.  5 - To examine the evidence demonstrating how plants have evolved.  6 - To understand how human beings have evolved. |  |  |  | **SEQUENCE OF LESSONS:**  **Research**  1. To research the origin of mince pies and to compare how the recipe and ingredients have changed over the years.  **Designing**  2. To develop a simple design specification by deciding on user group, ingredients/ spices, decoration and what might accompany the mince pies. To generate design ideas through discussion and detailed annotated sketches.  **Making**  3.  To follow a set of instructions (recipe) independently one step at a time. To use the appropriate tools and equipment to measure, cut, roll and decorate accurately.  **Testing and Evaluating**  4.To carry out a peer taste test against the following criteria: texture, aesthetics, smell and taste. To evaluate their mince pies against their design specification. |  |
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| **OUTCOME/COMPOSITE**  Pupils will have practically investigated how evolution and inheritance occurs. They will create their own timelines to show the evolution of animals as well as using photographs to compare traits they have inherited from their parents. |  |  |  | **OUTCOME/COMPOSITE**  Pupils will make their own mince pies taking into consideration the old and new recipes. To gift as a present to their targeted audience. |  |

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| **HISTORY – First half term**  **Ancient Egypt**  **Prior knowledge…** will have learnt about the Victorian practices in the History of Medicine. |  | **History – Second half term**  **Cradles of Civilisation**  Prior knowledge…Children will have learnt about Ancient Egypt |  |  |  |
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| **INTENT**  Pupils will understand key themes from Ancient Egypt, the role the River Nile played in developing these and look at the ways Ancient Egypt changed. |  | **INTENT**  **Pupils will understand key ideas from Mesopotamia and recognise that different ancient civilisations occurred in different locations with similar geographical features.  Pupils will look in detail at artwork produced in different ancient civilisations.** |  |  |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing.  Disciplinary focus: change/continuity In what ways did ancient Egypt change? |  | **VOCABULARY/STICKY KNOWLEDGE**  The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. Ziggurats    Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer? |  |  |  |
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| **SEQUENCE OF LESSONS:**     1. **Howard Carter gets a big surprise.** 2. **How did the Ancient Egyptians live?** 3. **How did Egypt change over time?** 4. **What did Ancient Egyptians believe?** 5. **What did Ancient Egyptians believe about death?** 6. **How did the Ancient Egyptians write?** |  | **SEQUENCE OF LESSONS:**   1. The land of the two rivers 2. Trade, building and writing 3. The epic of Gilgamesh 4. Cradles of civilisation 5. Similarities between civilisations 6. Art in ancient civilisations |  |  |  |
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| **OUTCOME/COMPOSITE**  Children perform heart weighing ceremonies in small groups taking on the roles of different Egyptian Gods. |  | **OUTCOME/COMPOSITE**  **Children create their own ziggurats and display as an art exhibition.** |  |  |  |

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| **GEOGRAPHY -FIRST HALF**  **Rivers**  **Prior knowledge -** Children should be able to use basic geographical vocabulary to refer to key physical and human features. Experience using different map types (globes, atlases, digital mapping).  **Prior skills**—orientate on a map using simple compass directions, recognise physical and human landmarks on aerial photographs, devise simple maps and observe features of their school. |  | **GEOGRAPHY – SECOND HALF TERM**  **Mountains**  **Prior knowledge – Pupils will have learnt about Rivers** |  | **ART**  **Prior knowledge…** People have always embellished their home, Victorian era saw beginning of mass production.  Printing creates repeated pattern. Clay and easiprint can be used to make imprinted motifs. |  |
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| **INTENT**  Disciplinary focus: interaction How do rivers, people and land affect each other? |  | **INTENT**  **Disciplinary focus: interaction How do mountains and people affect each other?** |  | **INTENT**  Pupils will investigate the artwork and motifs of William Morris (great designer from history) They will develop sketching and designing techniques, from natural sources, to create a  repeating  (possibly symmetrical) pattern for use on interiors such as tiles and wallpaper. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Depth focus: The River Indus - its source, course, human interactions with environment.  How rivers get their water - the source, springs, the water cycle (prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river’s load. Flooding.  Depth focus: River Severn (prepares for later work on agriculture & Wales), Wildlife in the River Severn, Fishing, local agriculture, pollution problems.    Geographical skills: Using photographs |  | **VOCABULARY/STICKY KNOWLEDGE**  Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: i) Andes and terraced farming; ii) Snowdonia (prepares for Wales…see Cardiff in Spring 1) Sustained geographical themes: Relationship between mountains and weather Relationship between mountains and people    Geographical skills: Describing location using 4-point compass |  | **VOCABULARY/STICKY KNOWLEDGE**  Textile designer, Arts and Crafts Movement, motif, reflect, symmetrical, translate, rotate, primary source, secondary source, design process, interior design.  William Morris belonged to the Arts and Crafts Movement:  the importance of nature as inspiration in interior design.  Morris used natural objects as his inspiration for his designs.  His patterns incorporated repeating patterns (translations), reflections and rotations |  |
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| **SEQUENCE OF LESSONS:**  1. The mighty River Indus  2. The changing River Indus  3.How rivers get their water  4. How a river shapes the land: the young river  5.How a river shapes the land: the mature river  6. Britain’s longest river: the River Severn. |  | **SEQUENCE OF LESSONS:**  1.What is a mountain?  2. Mountain ranges  3. Why do people live on a mountain?  4.Living in the Andes  5. Mountain regions of the UK  6.Snowdonia |  | **SEQUENCE OF LESSONS:**  1. To explore the role and impact of William Morris. Recording, copying and imitating Morris’ artwork into own sketchbook  2. To apply simple use of pattern and texture in sketches and develop to a design.   Challenge. Either   \*create a 2 or 4 ways symmetrical pattern or   \*create repeating patterns that join.  3. To create clay slab tiles using a relief or impress method.  Optional: Transfer design onto a print-block to print in session 4.  4. To create repeating patterns, using Photoshop in ICT.  Use more specific colour language and select colour palette for finished piece.  5. To adapt their work: paint their tiles with chosen colour palette.  6. To evaluate and reflect. |  |
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| **OUTCOME/COMPOSITE**  How do rivers, people and land affect each other?  Create a leaflet to take home to parents explaining how rivers, people and land affect each other. |  | **OUTCOME/COMPOSITE**  **Create a fact sheet for parents explaining how mountains and rivers affect each other.** |  | **OUTCOME/COMPOSITE**  Pupils will create a single square, clay tile with and design inspired by Morris. It will be painted and sealed and displayed with all class work. Optional printing block will create a repeating wallpaper motif. |  |

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| **RELIGIOUS EDUCATION – First half term**  **Prior knowledge... This half term of RE will draw on the children’s understanding of Hinduism.** |  | **RELIGIOUS EDUCATION – Second half term**  **Prior knowledge... This half term of RE will draw on children’s understanding of Hinduism from the previous half term.** |  | **SPANISH**  **Prior knowledge…**Remember and use simple nouns, adjectives, and verbs with simple conversations from the Year 3, 4 and 5 sections from the Spanish VLE. |  |
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| **INTENT**  **Key Question: What does the story of Rama and Sita mean to Hindu peoples?** |  | **INTENT**  **Key question:** What do Hindus learn from Vishnu’s stories and symbols? |  | **INTENT**  Pupils will talk about feelings in Spanish and be able to talk about themselves.  Tell the time.  Understand simple Spanish stories.  Name rooms in a house and understand how to say what job they’d like to do. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Ancient stories. The Ramayana and context The story of Rama and Sita (in depth: ancient kingdom, banishing to the forest, battle with demon Ravana, triumphant return, lighting the way with lights) First reference to Vishnu The meanings of the story of Rama and Sita in Hindu tradition, focusing on (i) dharma; (ii) light. |  | **VOCABULARY/STICKY KNOWLEDGE**  Hinduism 2: More Hindu stories Vishnu and his avatars 1 – story of Manu and Matsya the fish Meaning and role of the Vedas – importance of sacred knowledge in Hinduism (through Manu/Matsya story). Ancient texts in Hinduism, including epics (revisit Ramayana) Vishnu’s symbols Origins of Hinduism in Indus Valley/Hinduism as a sacred religion Vishnu and his avatars 2 – Krishna and Arjuna on the battlefield: the teachings of the Bhagavad Gita What do Hindus learn from Vishnu’s stories and symbols? |  | **VOCABULARY/STICKY KNOWLEDGE**  **Que hora es?**  **A que hora te levantas? Me levanto a las…**  **A que hora a …?**  **Esta es mi casa.  Me casa tiene…**  **Vivo en un piso. Es grande/ pequeno.**  **Necesito…**  **Algo mas?** |  |
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| **SEQUENCE OF LESSONS:**  **1. An ancient story.**  **2. Four sons for the king of Ayodhya**  **3. Rama and Sita leave the kingdom**  **4. Rama, Sita and the demon Ravana**  **5. Rama and Sita return**  **6. Understanding the story of Rama and Sita** |  | **SEQUENCE OF LESSONS:**  1. Manu and Matsya the fish.  2. The Vedas in danger!  3. Vishnu and his symbols.  4. A changing religion.  5. Arjuna faces the battlefield.  6. Arjuna and Krishna have a conversation. |  | **SEQUENCE OF LESSONS:**   1. To recall phrases to describe my feelings 2. To remember words and phrases and school subjects and opinions 3. To remember and use numbers to 60. 4. To understand o’clock time phrases. 5. To talk about my daily routine. 6. To answer questions about my daily routine. 7. I can understand the nouns for rooms in a house. 8. To read and understand simple descriptions of rooms in a house. 9. To write descriptive sentences using colour and size. 10. To recognise familiar and unfamiliar nouns. |  |
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| **OUTCOME/COMPOSITE**  What does the story of Rama and Sita mean to Hindus?  Explain what the story teaches Hindus about light and about dharma. Including lots of examples from the story.    Film the retelling of one of the stories. |  | **OUTCOME/COMPOSITE**  Film the retelling of one of the stories from the unit. |  | **OUTCOME/COMPOSITE**  Pupils will label the clock phrases (have displayed in the classroom). |  |
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| **COMPUTING – FIRST HALF TERM**  **Prior knowledge… Computing Systems and Network –**  **Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners take part in a collaborative online project with other class members and develop their skills in working together online.** |  | **COMPUTING – SECOND HALF TERM**  **Prior knowledge…**  **Programming A—Pupils use physical computing to explore the concept of selection in programming using the Crumble programming environment. Pupils are introduced to a microcontroller (Crumble controller) and learn how to connect and program components. Pupils are introduced to conditions as a means of controlling the flow of actions and explore how these can be used in algorithms and programs with an input device (push switch). Pupils make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the ‘if... then...’ structure) and write algorithms and programs that utilise this concept. Pupils design and make a working model of a Mars Rover that incorporates their understanding of how the microcontroller and its components are connected, and how selection can be used to control the operation of the model.** |  | **PSHE – FIRST HALF TERM**  **Prior knowledge…** Understand how democracy and having a voice benefits the school community and know how to participate in this. |  |
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| **INTENT**  Pupils will learn about the World Wide Web as a communication tool. They learn how we find information on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. They investigate different methods of communication, before focusing on internet-based communication.  . |  | **INTENT**  Pupils will explore the concept of **variables** in programming through games in Scratch. Pupils learn what variables are and relate them to real-world examples of values that can be set and changed. Pupils use variables to **create a simulation of a scoreboard**. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, **experiment with variables in an existing project**, then modify them, then they **create their own project**. In Lesson 4, pupils **focus on design**. In Lesson 6, pupils apply**their knowledge of variables and design to improve their game** in Scratch. |  | **INTENT**  Pupils will learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  communication, protocol, data, address, Internet  Protocol (IP), Domain Name  Server (DNS), packet, header, data payload, chat,  explore, slide deck, reuse, remix, collaboration,  internet, public, private, oneway, two-way, one-to-one, one-to-many. |  | **VOCABULARY/STICKY KNOWLEDGE**  variable, change, name,  value, set, design, event, algorithm, code, task,  artwork, program, project,  code, test, debug, improve, evaluate, share, assign,  declare |  | **VOCABULARY/STICKY KNOWLEDGE**  **Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.**  **• Understand the rights and responsibilities associated with being a citizen in the wider community and their country** |  |
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| **SEQUENCE OF LESSONS:**  **1. To demonstrate how to analyse and evaluate the validity of ‘facts’ and information and I can explain why using these strategies are important.**  **2.  To identify how to use a search engine**  **3.  To describe how search engines select results**  **4.  To explain how search results are ranked**  **5. To recognise why the order of results is important, and to whom**  **6.  To recognise how we communicate using technology**  **7.  To evaluate different methods of online communication** |  | **SEQUENCE OF LESSONS:**  1.To define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online (e.g. advertising and ‘ad targeting’ and targeting for fake news).  2. To define a ‘variable’ as something that is changeable  3. To explain why a variable is used in a program  4. To choose how to improve a game by using variables  5. To design a project that builds on a given example  6 .To use my design to create a project  7. To evaluate my project |  | **SEQUENCE OF LESSONS:**  **1. To think about my year ahead**  **2. To discuss the concept of being a global citizen**  **3. To develop our understanding of being a Global Citizen 2**  **4.The Learning Charter**  **5.To discuss and develop our class ’Learning Charter’** |  |
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| **OUTCOME/COMPOSITE**  Pupils will evaluate which methods of internet communication to use for particular purposes. |  | **OUTCOME/COMPOSITE**  Pupils will design and improve a game of their own design in Scratch. |  | **OUTCOME/COMPOSITE**  Pupils understand how an individual’s behaviour can impact on a group |  |

**COMPUTING – SECOND HALF TERM**

**Prior knowledge**

**e… Programming A—This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment. They are introduced to a selection of motion, sound, and event blocks which they use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.**

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| **PSHE – SECOND HALF TERM**  **Prior knowledge…be aware of their own feelings towards people from different cultures.** |  | **PHYSICAL EDUCATION – FIRST HALF TERM**  **Prior knowledge…pupils will have developed their fundamental movement skills, and explored invasion games in the previous units of ‘throw-catch-play’, ‘attack-defend-play’, basketball, and hockey.** |  | **PHYSICAL EDUCATION – SECOND HALF TERM**  **6Prior knowledge…**Pupils will be able to perform the tuck, pike, and straddle. They will be able to perform individual balances with control, tension, and extension. They will be able to apply these skills into a short sequence. |  |
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| **INTENT**  Pupils will  • Know that there are different perceptions of ‘being normal’ and where these might come from  • Know that being different could affect someone’s life |  | **INTENT**  In FOOTBALL, pupils will apply and develop fundamental skills learnt in Years 3, 4 and 5 in a football specific context. To understand the rules and be able to cooperate in a team situation. Some students will be able to develop tactics and strategies. |  | **INTENT**  In **GYMNASTICS**, pupils will develop the skills they learnt in Year 4. They will explore travel and different types of partner and group balances on both Mats and the apparatus. |  |
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| **VOCABULARY/STICKY KNOWLEDGE**  Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness.  · Know that people can hold power over others individually or in a group  · Know that power can play a part in a bullying or conflict situation  · Know that difference can be a source of celebration as well as conflict. |  | **VOCABULARY/STICKY KNOWLEDGE**  Passing.  Dribbling.  Accuracy.  Control.  Strategy. ‘Drawing’ the defender.  Communication.   Spatial awareness |  | **VOCABULARY/STICKY KNOWLEDGE**  **Travel, Counter-balance, Counter-Tension, Sequence, Feedback, Canon, Unison, Apparatus, Tension, Extension.** |  |
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| **SEQUENCE OF LESSONS:**  **1. To consider the question: Am I Normal?**  **2. To develop an understanding of difference**  **3. To discuss power struggles within a group**  **4. To consider the question: Why do people bully?**  **5. To discuss why we celebrate difference.** |  | **SEQUENCE OF LESSONS:**  A. To acquire and develop skills to control the ball whilst on the move. B. To be able to move fluently whilst dribbling the ball and develop skills to pass and receive the ball.  C. To understand what they need to consider when making a decision under pressure.  D. Develop the skills to shoot on target, with power.  E. To apply all skills in games with an understanding of attacking and defending.  F. To be able to apply all skills in small games with an understanding if rules and a focus on teamwork. |  | **SEQUENCE OF LESSONS:**   1. To perform different types of travel. 2. To know the difference between ‘counter- balance’ and ‘counter- tension’. 3. To apply Partner balances into a fluent sequence. 4. To develop and refine the partner balance sequence. 5. To explore travel on a variety of different apparatus. 6. To apply travel and partner balances in a sequence using the apparatus |  |
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| **OUTCOME/COMPOSITE**  Pupils are able to talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements. |  | **OUTCOME/COMPOSITE**  Pupils will be able to apply the skills they have learnt in a tournament. They will play small-sided games with an understanding of the rules of the game.. |  | **OUTCOME/COMPOSITE**  Pupils will understand the concept of travel and perform different types of travel. Pupils will be able to perform a variety of partner balances in a safe and controlled manner. They will be able to develop these balances into a sequence and apply them on different apparatus. Pupils will be able to perform their sequence to their peers and give feedback to others |  |

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| **READING OPPORTUNITIES ACROSS THE CURRICULUM:**  A painting of a person and a child  Description automatically generated  **A book cover of a book  Description automatically generated**      **:** |

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| **TRIPS & VISITORS:**     * **Visit around Newquay (Impact of tourism)** * **Guest speaker from Old Newquay Society.** |