

| <p>What if you lived in the 20th Century?</p> | <p>Derry Hill C of E Primary School</p> | <p>Year 6 Term 3: Spring 1</p> | |
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| <p>National Curriculum Subject</p> | <p>Key Vocabulary</p> | <p>Key skills and knowledge</p> | <p>Learning intention and implementation</p> |
| <p>History Key Question: What if you lived in the 20th Century?</p>  | <p>Chronological order Millennium 1950's – 1990's The 20th Century Culture Impact Change Significance This source suggests that...</p> | <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sequence events in chronological order <input type="checkbox"/> Know key dates, characters and events of time studied <input type="checkbox"/> Identify and give reasons for, results of, historical events, situations, changes <input type="checkbox"/> devise historically valid questions about change, cause, similarity and difference, and significance <input type="checkbox"/> Pick out connections, contrasts and trends over time within and across different periods <input type="checkbox"/> Devise historically valid questions about change, cause, similarity, difference and significance <p>Knowledge:</p> | <p>LI: To identify some of the changes in Britain since 1948 and identify the characteristics of different decades</p> <p>Lesson 1: Recap on previous learning from WW2 (term 1) and look at how this links on the chronology. Look at pictures from the different decades and to decide what order they should be placed in. Decide on features for each decade</p> <p>LI: To identify similarities and differences between types of sources of information available in different periods in the past.</p> <p>Lesson 2: Look at the resources that could be used to research different time periods. Discuss the differences between primary and secondary sources</p> <p>LI: To find out about some of the main events of the 1950's and 60s and what life was like during this period</p> |

- Create and order timelines that show the main events of the 1950's – 90s
- Understand the difference between primary and secondary sources of evidence
- Look at key dates and events from the decades studied and understand how things have changed over time

Lesson 3: Look at images of 1950s and 60s events and from the clues try to work out the major events of these decades. Research information into the 1950s and 60s and be ready to present this information

LI: To find out about some of the main events of the 1970s and what life was like during this period

Lesson 4: Look at a range of dates from the 1970s and children match these to key events. Research information from the 1970s. Look at the different diary entries written during the decade and write own diary entries about events

LI: To find out about some of the main events of the 1980s and what life was like during this period

Lesson 5: Watch 1980s Power point (including music videos, excerpts from film, TV, videos of major events). Children to make notes from this. Complete a 1980s fact file

LI: To find out about some of the main events of the 1990s and what life was like during this period

Science

Key Question: How does electricity work?



Bulb
Buzzer
Circuit
Conductor
Cell
Current
Switch
Voltage
Volt meter
Filament
Electrical insulator
Electrical conductor
Mains electricity
Series circuit
Parallel circuit

Skills:

- To use a range of practical, scientific apparatus
- Represent scientific concepts in diagram form
- Use correct scientific knowledge and understanding and relevant scientific language to discuss their observations and explorations
- Use observations to suggest a further (testable or research) question.
- Independently ask a variety of scientific questions and decide the type of enquiry needed to answer them.

Knowledge:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

LI: To represent a simple circuit in a diagram and explain how it works

Lesson 1: Revise and build on their work from year 4. Children will construct a simple circuit using practical apparatus and will represent this using the correct diagram symbols

LI: To use a switch in a simple circuit, to show it in a diagram and explain how it works

Lesson 2: Children will explore how to control components in a circuit with a switch. They will represent this in diagram and be able to explain that there are many different types of switches

LI: To demonstrate the effects of changing the current flowing through components in a circuit

Lesson 3: The children will explore adding different components to electrical circuits to explain the idea of resistance. They will explore how the number of components in a circuit will affect how the circuit performs

LI: demonstrate how circuits can be represented in, and constructed from, diagrams

Lesson 4: Children will consolidate their learning from the last three lessons. They will use the correct symbols both to draw and construct circuits of increasing complexity

LI: To plan a scientific investigation

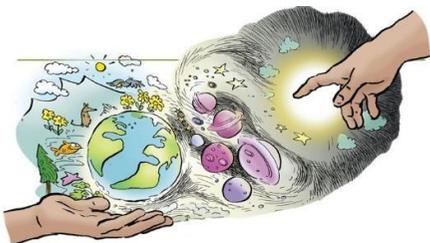
Lesson 5: Recap what the children have been learning about electricity and circuits over the last 4 weeks. Discuss questions, which could be

researched. Children to decide on their questions in groups and start planning, including predictions and fair tests

LI: To carry out a scientific investigation

Lesson 6: Children to look back over the investigations they began planning in the last lesson. Children to continue to plan and then begin carrying out their investigation

RE Science and Creation



Genesis
creation origins
evolution
interpretation
power
majesty Big
Bang
cosmology
universe
psalms
conflict
perspectives faith
/ belief
literal / metaphorical
Darwin
Mary Anning
Gallileo

Skills:

I can discuss and identify what type of text Genesis is and say what its purpose is for Christians.

I can show awareness of different interpretations of the Genesis creation story and suggest what it means to me.

I can show understanding of why many Christians think religious faith and science can go together.

I can explain some of the conflicts that have existed between a religious view of the creation and a scientific view.

Knowledge:

I can pick out key features of the Genesis Creation story and link these to types of text.

I can simply describe the scientific theories of evolution and the Big Bang and say how these could be in conflict with the Creation story from the Bible.

I can describe the scientific work of at least 2 key scientists, Mary Anning and Galileo, and say how they explained their faith alongside their scientific beliefs.

I can give examples of the universe as an amazing place and say how Christians would interpret this. I can say what responsibility Christians believe they have in relation to this.

Lesson 1

LI: I can show and describe what my views are about the creation of the universe. I can check the meaning of key vocabulary for this topic and share existing understanding.

Draw a picture that shows how the universe was created and label it with 7 key words. Explain your image and words to a partner. See how many different interpretations of this there are in the class. Identify the meaning of key words in this topic and create a glossary.

Lesson 2

LI: To listen to and show understanding of the Creation Story in Genesis and discuss what type of text it is.

Listen to the text of Genesis 1:1 – 2:3 accompanied by music that has been written to accompany this. What does the music add? What does this show us about the composer's views? Consider what type of text this is. Why is this important when we think about the meaning? Start to consider that there are different ways of interpreting the text.

Lesson 3

LI: I can read and understand simple information on evolution and the Big Bang theory and compare these to the creation story.

Split into two groups and each read and answer questions about one of the scientific theories of creation. Mix groups and explain the theory to each other. Write questions that come to mind about the creation story in light of these theories.

Lesson 4

LI: I can understand the views of Christians who are scientists and show how they link their faith and science.

Listen to and read views of Christians who are scientists and summaries how they link their faith and their studies. Do they answer any of last week's questions? Discuss if you agree with them.

Lesson 5

LI: I can describe the scientific work of Mary Anning and Galileo and show how their faith helped their science.

Read and listen to information about the work of the two scientists and create a short information sheet about their work and beliefs.

Lesson 6

LI: I can work with peers to create a 'wonder' poem about the universe. I can discuss the question of science and creation and whether we need to choose between the two theories.

Use pictures to create sense phrases about the universe and consider whether this wonder around nature affects our views on creation. Children identify what role we have as Christians in looking after our world and how this is described in the Bible. Finally summarise their views on the topic and discuss whether science and the creation story can be viewed together or not.

Art Pop Art and Andy Warhol



Warhol
America
New York
Pop Art
Advertising
Celebrity
Silkscreen
Print
Modern Art
Collage
Campbell's Soup Cans
Marilyn Diptych
Eight Elvis'
Primary, Secondary,
Tertiary

Skills:

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
- Be familiar with layering prints.
- Be confident with printing on paper and fabric.
- Alter and modify work.
- Work relatively independently.

Knowledge:

- To understand the terms pop-art
- To understand what is meant by printing
- to learn about great artists, architects and designers in history

LI: To develop an awareness of different artists

Lesson 1: Introduce the topic and art work from the 1960s. Discuss Andy Warhol and watch short video. Look at a selection of his artwork and comment on what they like and why. Children to research the artist and produce a short fact file

LI: To use printing techniques to use create a design

Lesson 2: Begin by discussing materials that will produce colour. Look at Andy Warhol's blotted line technique and how this was achieved. Children to create their own simple designs using this technique and then evaluate their own work and the work of others

LI: To use black and white to make tones of one colour

Lesson 3: Discuss how different colours are made and use the terms, primary, secondary and tertiary. Children look at how they can make different tones and experiment at making these tones in their sketchbooks

LI: To use the blotted line technique to create logos

Lesson 4: Look back at the blotted line technique from lesson 2. Show Warhol's tins image. Discuss the use of logos in artwork from the 60's. Children to research logos and choose their favourite. Use the blotted line technique to create a repeating pattern using the logo

LI: To use printing techniques to create a design

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| | | | <p>Lesson 5: Discuss the children's favourite celebrities and why they like them. Look at the Warhol's images of Marilyn Monroe and discuss who she was. Explain that he created the multiple images using the blotted line technique. Children to find image of their favourite celebrity to duplicate using this technique</p> |
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Music



Musical styles
Composition
Compose
Bands
Artists
Genres
Pop
Rock
Garage
Disco
Techno
Percussion
Influential
Composers
Musicians
Ensemble
Performance

Skills:

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Knowledge:

- Understand the different musical genres from the 50s – 90s including disco, rock 'n' roll, punk, garage and pop
- Study influential bands of each decade, including the Beatles
- Research musical events of the decades such as Live Aid

LI: Explore the music of the 1960s

Lesson 1:

<http://www.thepeoplehistory.com/60smusic.html>

Look at protest music – what would you protest about now? Listen to different protest songs.
Charanga: Creative Composition – Change. Listen and learn to sing the song.

Lesson 2:

British invasion – The Beatles. What do you know? Listen to 3 excerpts from popular Beatles tracks of the 1960s and pick out common features.
Start to learn the song 'Ticket to Ride'

Lesson 3:

Recap on singing 'Ticket to Ride'.
Create percussion for Ticket to Ride and perform in small groups.

LI: Explore the music of the 1970s

Lesson 4: Look at the origins of disco

<http://www.thepeoplehistory.com/70smusic.html>

Charanga: Creative Composition – Disco Fever.
Learn to sing the song and link to common dance moves.

LI: Explore the music of the late 1980s and 1990s

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| | | | <p>Lessons 5 and 6: http://www.thepeoplehistory.com/90smusic.html Look at Techno, house, and dance music. Consider how beats and technology are used to develop music. Use the Garage band app to create own compositions</p> |
| <p style="text-align: center;">Computing</p>  | <p>Computers Digital technology Online safety Past Present Future Timeline</p> <p>Online safety Bullying Cyberbullying</p> | <p>Skills/Knowledge</p> <ul style="list-style-type: none"> • Show an awareness of how computers and digital technology help us today • Understand how technology has changed over time and represent it as an interactive timeline • Predict how technology will change in the future • Design and create digital content to accomplish goals • Use search technologies effectively in evaluating digital content • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of comparing cyberbullying to bullying in person and developing strategies for dealing with online bullying. | <p>LI: Explore technologies in the present day</p> <p>Lesson 1: Discuss with the children how they use technologies and services in their lives. Watch a selection of videos and discuss how the lives of the people in the video would be very different without technologies. Use the internet and a publishing tool to present on how technology helps us in our lives</p> <p>LI: Explore technologies and computers from the past</p> <p>Lesson 2: Ask if the technologies they use now would have existed 30 years ago? Look at the history of computing timeline and discuss some of the developments. Children create a timeline of their own computing history</p> <p>LI: Explore technologies in the future</p> <p>Lesson 3: Look at the scenes from the Back to the Future film. Look at whether the film predicted the future correctly.</p> <p>LI: Identify what cyberbullying is and suggest ways to deal with this</p> <p>Lesson 4: Recap previous learning and discuss the differences between bullying in person and</p> |

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| | | | <p>cyberbullying. Look at a range of scenario cards and discuss what could be done in each situation</p> |
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LI: Identify and use secure websites

Lesson 5: Look at websites that the children use at school and home. Discuss how we know if these websites are secure. Discuss information that we shouldn't give out and why