

Title: Wondrous Wolverhampton	Term: Autumn	Year Group: 6
British Values/Rights:		
Visits/Visitors: N/A		
Wow Starter: Giant timeline activity (see session 1)		
<p>Art: Portraits Final outcome: A4 portrait drawing</p> <p>Knowledge: Skills: -</p> <ul style="list-style-type: none"> - Demonstrate a wide variety of ways to make different marks with dry & wet media - Develop ideas using different or mixed media, using a sketchbook - Manipulate & experiment with the elements of art: line, tone, pattern, texture, form, space, colour & shape - Investigate art, craft & design in the locality & in a variety of genres, styles & traditions - Compare ideas, methods & approaches in their own & others' work & say what they think & feel about them - Adapt their work according to their views & describe how they might develop it further - Select & record from first hand observation, experience & imagination, & explore ideas for different purposes - Question & make thoughtful observations about starting points & select ideas to use in their work - Explore the roles & purposes of artists, craftspeople & designers working in different times & cultures 	<p>DT: 3D structure Final outcome: Theme Park Ride</p> <p>Knowledge: Skills:</p> <ul style="list-style-type: none"> - Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate. - With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes as well as constraints such as time, resources and cost. - Confidently select appropriate tools, materials, components and techniques and use them to make their products. - Measure, mark out and shape with accuracy. - Use tools safely and accurately. - Aim to achieve and make a quality product. - Understand how mechanical systems such as cams or pulleys or gears create movement. - Know how more complex electrical circuits and components can be used to create functional products. - Know how to reinforce and strengthen a 3D framework. - Evaluate their products identifying strengths and areas for development. - Record their evaluations using drawings and labels. - Evaluate against their original criteria and suggest ways that their product can be improved. 	<p>History: Knowledge:</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>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.</p> <p>Skills:</p> <ul style="list-style-type: none"> - Place current study on time line in relation to other studies - Use relevant dates and terms - Sequence up to 10 events on a time line - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Compare beliefs and behaviour with another time studied - Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation - Know key dates, characters and events of time studied - Link sources and work out how conclusions were arrive at. - Consider ways of checking the accuracy of interpretations - fact or fiction and opinion <p>Be aware that different evidence will lead to different conclusions</p> <ul style="list-style-type: none"> - Confidently use the library and internet for research - Recognise primary and secondary sources

		<ul style="list-style-type: none"> - Use a range of sources to find out about an aspect of time past - Suggest omissions and the means of finding out - Bring knowledge gathered from several sources together in a fluent account - Select and organise information to produce structured work, making appropriate use of dates and terms. <p>Geography:</p> <ul style="list-style-type: none"> - Use 8 compass points confidently and accurately; - Use 4 figure co-ordinates confidently to locate features on a map. - Begin to draw plans of increasing accuracy. - Use scale to measure distance. - Use/recognise OS map symbols; - Use atlas symbols. - Describe features shown on OS map. - Locate places on a world map. 	
<p>English links: English book study: N/A</p> <p>Cross-curricular writing opportunities: Windrush newspaper report Persuasive writing - link to visit</p> <p>Additional texts/reading links: False news - newspaper Queen Victoria visit Compare positives and negatives of industrial revolution</p>	<p>Maths links: Co-ordinates mapping activity Ordering numbers - dates</p>	<p>E-Safety:</p> <ul style="list-style-type: none"> - Use search technologies effectively - Explain how search engines work and how results are ranked - Describe how come online information can be opinion - Demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' - Demonstrate the use of search tools to find online content. 	<p>Other curriculum links: music/computing/PSHE: Computing - Data Handling - Theme Park design - see computing planning.</p>

Subject Area	Skill	Knowledge	Activity (including resources if applicable)	Resources
Art	<ul style="list-style-type: none"> - Demonstrate a wide variety of ways to make different marks with dry media - Develop ideas using different media, using a sketchbook - Manipulate & experiment with the elements of art: line, tone, pattern, texture, form, space, colour & shape - Compare ideas, methods & approaches in their own & others' work & say what they think & feel about them 		<p>Before session, take photographs of children.</p> <p>Look at powerpoint on tone and shade Watch videos that explains how tone and shade are achieved.</p> <p>Task: Ask children to draw 6 circles in their book. Demonstrate how to get each effect on slides using textures of pencils. Children experiment in sketch books.</p>	<p>range of pencils</p> <p>sharpeners</p> <p>rubbers</p>
Art			<p>Use second PowerPoint and demonstrate drawing different facial features. Discuss the use of tone and shade as used last lesson. Demo use to children.</p> <p>Task: Children follow given steps to draw a range of facial features. Add shading and tone.</p>	<p>range of pencils</p> <p>sharpeners</p> <p>rubbers</p>
Art	<ul style="list-style-type: none"> - Select & record from first hand observation, experience & imagination, & explore ideas for different purposes - Question & make thoughtful observations about starting points & select ideas to use in their work - Adapt their work according to their views & describe how they might develop it further 		<p>Use PowerPoint from slide 6 Discuss how the outline of a face is drawn and how the face is divided. Children glue half of their photograph on paper - draw the outline of the rest of their face. Using a pencil and ruler, lightly mark position of eyes, nose etc using slides as a guide.</p> <p>Revise techniques for drawing facial features - revisit slides. Children use techniques to complete their portrait drawings. (1-2 lessons)</p>	<p>range of pencils</p> <p>sharpeners</p> <p>rubbers</p> <p>photograph of each child - A4</p> <p>Cartridge paper</p>
History	<p>Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Know key dates, characters and events of time studied</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts</p>	<p>(Complete next 2 sessions in one afternoon)</p> <p>Place key events in history, and key points in the history of Wolverhampton, around the playground without dates. Challenge children to complete a timeline ranging from ancient history to modern day. Can children identify chronology of events they have covered across their school years? Reveal and discuss key events and their dates. Pinpoint what period of history Wolverhampton was founded.</p>	<p>key events cards</p>

<p>Geography</p>	<p>Locate places on a world map.</p>		<p><u>To use maps at a range of scales</u> <u>Where is Wolverhampton?</u> Use atlases and globes to locate continents and seas. Mark these on a World Map. Use atlases to list countries within each continent.</p> <p>Look at a map of the British Isles. Label countries and capital cities. Where are we located? Children mark Wolverhampton on their map. Discuss word 'county'. What does this mean? Use atlases, globes, maps and Google Earth to locate the area of Midlands on a map. Describe different regions. Locate Wolverhampton within the Midlands.</p> <p>Challenge: Name countries within each continent</p>	<p>maps at a range of scales</p>
<p>History</p>	<p>Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Know key dates, characters and events of time studied Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>Understand historical concepts such as continuity and change, similarity, difference and significance. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history</p>	<p><u>When was Wolverhampton founded?</u> Children to be given a list of significant dates in Wolverhampton's history, names of periods - Medieval, Anglo-Saxons etc. Use given information to place events on correct place on time-line running from 985 AD to 2015. <i>What other events can they add from their prior knowledge?</i> Task: Fill in missing information on key dates sheet by reading information sheet 'Brief History of Wolverhampton'. Plot within the given timeline sheet. Challenge: To select from prose passage significant events and plot on time line. Children choose how to present their work.</p>	<p>information sheet timeline sheet dates to complete (LA sheet)</p>

History	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied	Understand historical concepts such as continuity and change, similarity, difference and significance. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history	<p><u>Identify and describe reasons for and results of historical events, situations and changes.</u></p> <p>What was Wolverhampton like when it was founded?</p> <p>Revise work from Year 5 on Anglo-Saxons - what were living conditions like? What was life like in Saxon Britain.</p> <p>Explain Wolverhampton was founded in 985 - during the Saxon era.</p> <p>Research origins of the name Wolverhampton and symbols on Coat of Arms and their significance at its origin/over time.</p> <p>Mixed ability groupings: Enlarge Coat of Arms - use iPads to research and label features. Feedback in groups then to the rest of the class.</p> <p>Discuss meaning of the Wolverhampton Coat of Arms - annotate diagram in books.</p> <p>Challenge: Written explanation: What does the coat of arms suggest about life in Wolverhampton?</p>	coat of arms images ipads
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History	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Use a range of sources to find out about an aspect of time past	Understand historical concepts such as continuity and change, Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history	<p><u>To find out what the Industrial Revolution was and how it affected Britain.</u></p> <p>What was Wolverhampton like during the industrial revolution? Discuss the name 'Black Country' and its origins. Discuss the industry of Wolverhampton being significant in the name.</p> <p>What do you already know about the Industrial Revolution? Children to think, pair, share their ideas. Go through the slides explaining what the Industrial Revolution was, including the development of steel, steam and the number of factories. How do you think the Industrial Revolution affected the lives of people in Britain? Invite children to share their ideas. Explain that the population moved from the countryside to the towns because of the increase in work available in factories and describe how this affected living conditions and the lives of ordinary people in Britain.</p> <p>Task: Ask children to think about the positive and negative effects of the Industrial Revolution and complete the table on the slides with the children's initial ideas.</p> <p>Look at Wolverhampton during industrial revolution - what inventions/industries were important for our city? Using site http://www.wolverhamptonhistory.org.uk/work/industry children explore different aspects of Wolverhampton's industrial history.</p> <p>Task Children make notes for 3 different industries using given headings/template. Encourage children to highlight significant figures and dates.</p> <p>Challenge: Challenge Card and ask them to follow the steps to write an overview of the effects of the Industrial Revolution on Britain. Children will need to write a paragraph for each section.</p>	worksheets slides
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<p>History</p>	<p>Know key dates, characters and events of time studied Link sources and work out how conclusions were arrive at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history</p>	<p><u>To understand how our knowledge of the past is constructed from a range of sources.</u> <u>To know about Queen Victoria's visit to Wolverhampton and the statue of Prince Albert.</u> READING SKILLS LESSON Discuss Queen Victoria's visit to Wolverhampton age 13. What was her impression of Wolverhampton? Give children a newspaper article about Queen Victoria's visit to Wolverhampton on 1866 - article to include 'fake news'.</p> <p>Task: Ask children to visit websites or use books to research the visit for themselves. Suggest where information is missing and how we could find out answers. Identify in the article which elements are fake news and which are true facts. Children highlight the text green or red.</p> <p>Websites: http://www.princealbert150.com/history.html http://www.historywebsite.co.uk/genealogy/Macdonald/page4.htm http://www.historywebsite.co.uk/articles/Victoria/victoria.htm</p> <p>Where children find fake news, they should complete the table identifying the true event.</p> <p>Challenge: How had Queen Victoria's view of Wolverhampton changed since her first visit age 13?</p> <p>Plenary: Discuss GDS challenge question. How had Queen Victoria's view of Wolverhampton changed since her first visit age 13?</p>	<p>newspaper article</p> <p>access to web - ipad or laptop</p> <p>table to complete</p>
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<p>History</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied Use a range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>Understand historical concepts such as continuity and change, to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history</p>	<p><u>To find out about the reasons for, and effects of migration from Caribbean countries after the Second World War.</u> EXTENDED WRITING SESSION - NEWSPAPER REPORT Show the descriptions of the first Jamaican immigrants aboard the <i>Windrush</i> subsequent to the British Nationality Act, 1948. Discuss reasons for coming to the UK, then show the account of Clinton Edwards, a passenger on the <i>Windrush</i>. What might Clinton Edwards (who had been in England during the war) have told the other passengers about England? What would you tell them? Allow some time for children to discuss their ideas. Use slides to discuss what kit would have been like travelling and then the hostility they faced. Apart from industry, discuss impact of Caribbean people on the UK. What are Wolverhampton doing for the Windrush population? Use https://www.wolverhampton.gov.uk/news/city-takes-swift-action-support-windrush-generation to discuss. Activity: Children are to write a report 'in role' as a reporter witnessing the arrival of the first Jamaican immigrants aboard the <i>Windrush</i>. Include key dates and vocabulary. Use a variety of sources to aid writing:</p> <ul style="list-style-type: none"> ◦ Lesson slides ◦ Video link ◦ Interview extract of Sam King - a Jamaican immigrant living in Britain. ◦ Information sheets. <p>Silver: Use source 6A Children are to read the transcript, then write a diary entry from the perspective of Sam King. Gold: Provide Source 6A and, if possible, provide access to the video 'Our Jamaican Problem'. Having watched, children are to complete the table on Worksheet 6C.</p>	<p>slides newspaper template sheet resource 6A</p>
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<p>Geography</p>	<p>Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Use/recognise OS map symbols; Use atlas symbols.</p>		<p><u>Use atlases and globes, and maps and plans at a range of scales.</u> Look at maps through the ages - how has the locality changed over time? Use PowerPoint to look at Ordnance Survey map symbols. Share street map of Wolverhampton town centre as it is today, children mark where they think significant buildings are located. Share correct locations. Range of mapping games - co-ordinates etc. Explore maps in range of contexts and levels, Local/Regional/World.</p> <p>Task : Complete coordinates activity - map of Wolverhampton City Centre.</p>	<p>MAP question sheet</p>
<p>Geography</p>	<p>Begin to draw plans of increasing accuracy. Use scale to measure distance. Use/recognise OS map symbols; Use atlas symbols.</p>		<p><u>Draw a sketch map of area that covers my daily lives</u> Explain that chn are going to mark significant places in their lives on a street map or a sketch map of their area. Ask chn to consider the places that are part of their daily lives - homes, school, shops, park, bus stop, supermarket, village hall, etc. Look at and discuss examples of sketch maps - draw attention to no scale being used. Discuss use of scales by looking at a street map http://www.streetmap.co.uk/ and put in school postcode. Discuss & mark places of importance in the chn's daily lives. They will link their diaries to a sketch map to show where they go in the course of their daily life. Look at a range of scales used and discuss when each of these would be of use. Would this scale be appropriate for showing the places that are important in their daily lives? Revise OS symbols from last lesson. What symbols will they need to draw their own sketch map? Can they design symbols for things like schools (which are marked as a building on OS maps with Sch abbreviation), supermarkets, markets, recreation ground, football pitch, village hall, etc? Agree a set of symbols that the class will use. Task: Chn draw a sketch map of their area marking all the appropriate places in their daily lives. Draw a key to explain the symbols used. Use Google Maps on iPads - input home postcode. Challenge: Can they also give an indication of the approximate scale of their map?</p>	
<p>art</p>	<p>- Develop ideas using different media, using a sketchbook - Select & record from first hand observation, experience & imagination, & explore ideas for different purposes - Question & make thoughtful observations about starting points & select ideas to use in their work</p>	<p><u>To explore ideas and collect information to develop work.</u> Children use Wolverhampton Coat of arms to design their own coat of arms that represents Wolverhampton as it is today. Think about significant businesses, tourist attractions, buildings etc within our city Children should explain the significance of each image/symbol they have decided to include. e.g. 'I have included ... to represent/because ...' Children must fully colour their sketches and annotate any extra details and media they may wish to include for their design.</p>		

<p>cross curricular writing</p>	<p>Use a range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>Understand historical concepts such as continuity and change, to make connections, draw contrasts and create their own structured accounts, including written narratives and analyses.</p>	<p><u>To plan for persuasive writing</u> COMPLETE AFTER BLACK COUNTRY MUSEUM VISIT EXTENDED WRITING SESSION - PERSUASIVE WRITING</p> <p>Introduce the writing task - persuasive text/description to add to a tourist brochure to advertise Black Country Living Museum. <u>Discuss</u>: What did they learn on their visit? What does the museum have to offer? <u>Introduce task</u>: write a persuasive text about 2-3 aspects of the museum to encourage people to visit during the holidays. Show 'A Forest' sheet - features of persuasive writing.</p> <p>Children choose a focus to write about (the mine, the school, blacksmith etc) and use this to create their own examples of each feature.</p> <p>Children use planning sheet to complete writing task independently. Focus: subordinate conjunctions, expanded noun phrases, punctuation</p>	<p>images to use in writing A Forest sheet</p>
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<p>Design Technology</p>	<ul style="list-style-type: none"> - With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes as well as constraints such as time, resources and cost. - Understand how mechanical systems such as cams or pulleys or gears create movement. - Know how more complex electrical circuits and components can be used to create functional products. 	<p><u>To look at a range of familiar products that use rotating parts.</u> <u>To investigate ways of using electrical motors to create rotating parts.</u> <u>Slide 1:</u> How many different fairground rides have you been on? What were they like? How did they move? Look at the different pictures of fairground rides on the slides. Ask questions for each of the different pictures: How does the ride turn? Can you see the mechanism that turns the ride? How are the components joined together? Explain that lots of fairground rides and other everyday objects use electric motors to make them work. <u>Slide 2:</u> Show the children the components needed to make an electrical circuit with a motor using the pictures on the slides and real objects if available. How can we use this to make a fairground ride with a rotating part? What would we need to attach to the motor? What different kinds of rotating parts could we have? Go through the information on the slides showing how pulley and belt systems can be used to transfer movement from one axle to another. How could we use this in a design for a fairground ride? Tell children that today they will be investigating how to use these systems to create different kinds of fairground rides. What rides do you think might use systems like this? Children to think, pair, share their ideas. <u>Task:</u> Provide children with wires, motors, switches, card, elastic bands, reels, and any other appropriate materials and ask them to create a circuit that would be suitable for making a merry-go-round.</p>	
<p>Design Technology</p>	<ul style="list-style-type: none"> - Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate. - With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes as well as constraints such as time, resources and cost. - Aim to achieve and make a quality product. 	<p><u>To be able to design a fairground ride with a rotating part.</u> Explain that over the next few lessons they will be designing, making and evaluating their own fairground rides. What kind of ride do you think you would like to make? Which part will rotate? How will you control the movement? How will you make your framework? Show examples of fairground rides created by children using link https://www.youtube.com/watch?v=X1Ub5Pw4ZJO <u>Task: Working in groups of 4:</u> Children to design their own fairground ride using worksheet. Encourage children to think about how they will make their structure stable and how they will control the speed of the moving part.</p>	

<p>Design Technology</p>	<ul style="list-style-type: none"> - Confidently select appropriate tools, materials, components and techniques and use them to make their products. - Measure, mark out and shape with accuracy. - Use tools safely and accurately. - Aim to achieve and make a quality product. - Know how to reinforce and strengthen a 3D framework. 	<p><u>To understand how to make a framework for a fairground ride.</u> Show children wooden dowelling. How could I make a base using dowel? Demo making a square using dowel. Model measuring accurately and using a saw to cut the wood. How can we join the pieces? Discuss. Demo using PVA and strengthening corners using cardboard triangles. Stress where to glue at the vertices - inside or outside? Tell the children they will need 2 squares + 4 other edges to build their cube.</p> <p>Task: Working in groups, children make their frame. Ensure all children have the opportunity to measure, cut and join pieces.</p>	<p>dowel rulers pencils PVA glue cardboard junior hacksaw cutting mats clamps</p>
<p>Design Technology</p>	<ul style="list-style-type: none"> - With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes as well as constraints such as time, resources and cost. - Confidently select appropriate tools, materials, components and techniques and use them to make their products. - Measure, mark out and shape with accuracy. - Use tools safely and accurately. - Aim to achieve and make a quality product. - Understand how mechanical systems such as cams or pulleys or gears create movement. - Know how more complex electrical circuits and components can be used to create functional products. 	<p><u>To be able to make a fairground ride following a design.</u> Ask children to get out their designs and give them a few minutes to look through them to remind themselves of what they need to do. Challenge children to describe the making process to a partner to ensure they have thought carefully about how they will go about making their fairground ride. Go through the questions on the slides: How will you make sure your finished product will look like your original design? How will you make sure your framework structure is stable? What will you do if something goes wrong? How can you make sure you will work safely with the various tools, materials and electrical components?</p> <p>Task: 1-2 sessions Children to follow their designs to create their own fairground rides with rotating parts.</p>	<p>Slides Completed designs from lesson 4 Appropriate components for electrical circuits Card, doweling, straws, string, elastic bands, cotton reels, empty boxes, etc. Scissors, craft knives, glue, tape, etc.</p>

<p>Design Technology</p>	<ul style="list-style-type: none"> - Evaluate their products identifying strengths and areas for development. - Record their evaluations using drawings and labels. - Evaluate against their original criteria and suggest ways that their product can be improved. 	<p><u>To be able to evaluate a finished product.</u></p> <p>Ask children to get out their completed fairground rides. Create a mini-fairground in the classroom by grouping all the completed rides together either on the floor or by grouping tables together. Give children some time to look at the other rides and examine how they work. Which designs do you like best? Why?</p> <p>Go through the questions on the slides as a class: Why do you think it is so important to evaluate a finished product? What did you like best/worst about designing and making your fairground ride? What would you do differently if you were to make your fairground ride again? Children to discuss their ideas with a partner.</p> <p><u>Task:</u> Children to complete the evaluation on worksheet.</p> <p><u>Challenge:</u> When finished, children to go back to their original design and annotate any changes they would make if they were to create their fairground ride again.</p>	<p>Evaluation sheet</p>
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