Year 6 Autumn 2023 Coverage Map

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| **Autumn 1** | | | **Autumn 2** | |
| **Citizenship** | **Citizenship** | **Citizenship** | **Leadership** | **Leadership** |
| Art  Enquiry Question: How can I create a portrait influenced by the style of Grant Wood?  Outcome: create a painting in the style of Grant Wood for school exhibition | History: WWII  Enquiry Question: How did World War Two change the way people had to live in Britain?  Outcome: To produce a dairy explaining what living conditions were like and how the land army helped with the war effort. | Black history month    Enquiry Question: How can I write a narrative to explore the Underground Railroad?  Outcome: To write a powerful narrative short story from the POV of one of the freed slaves rescued by Harriet Tubman. | Science  Enquiry Question: How can I design an investigation that can test a scientific theory?  Outcome: Children will design their own investigation that will test a theory based on electricity. | Geography  Enquiry Question: How has global trade created a need for organisations like Fairtrade?  Outcome: Children to write a persuasive piece about the importance of organisations like Fairtrade to support communities in South America & develop an understanding of how rich countries can exploit poorer ones. |
| Substantive Knowledge  • How to draw in a variety of ways including portraiture in the style of Grant Wood – looking at facial expression and proportions.  • How to use a variety of materials to develop and  improve my work – drawing pencils and watercolours.  • How to use photographs to support the development of  my ideas – looking at posing ourselves without expression and how it changes the facial shape. | Substantive Knowledge  • I know about a significant event in WW2 and the impact it had. How the living conditions changed of people in England because of the war and how the country came together to turn available land into allotments.  • I know who Hitler was and the Nazis and how the rose to power  • I know what propaganda is and how it was used – looking at Dig for victory propaganda.  • I know the key events of the war and can put these on a  Timeline:  Rationing starts in the UK.  German 'Blitzkrieg' overwhelms Belgium, Holland and France.  Churchill becomes Prime Minister of Britain.  British Expeditionary Force evacuated from Dunkirk.  British victory in Battle of Britain forces Hitler to postpone invasion plans.  • I know how Churchill was and the impact he had  • I know how people’s lives changed during the war (land army, dig for victory)  • I know that recent history is divided into present using the 21st  century and post using the 19th and 20th century | Substantive Knowledge  See writing & reading objectives for this narrative unit.  (below) | Substantive Knowledge  ELECTRICITY  • I know how to adjust the brightness of a lamp  or the volume of a buzzer with the number of  cells issued in a circuit  • I know how to compare and give reasons for  variations in how components function  • I know how to mend a broken circuit  • I know how to use symbols when representing  a circuit in a diagram  LIGHT  • I know that light appears to travel in straight  lines  • I know that objects are seen because the give  out or reflect light into the eye  • I know how our eyes work and how we see  things  • I know what refraction is  • I know why shadows have the same shape as  the objects that cast them | Substantive Knowledge  WORLD RESOURCES & TRADE  • I know where natural resources are found across the world and that they are distributed unevenly. Looking at coffee & cocoa (although this is less than Africa now) Large amounts of Soya grown – impact on Amazon deforestation.  • I know what a Biome is and a vegetation belt is.  • I know where some of the main countries and cities are in the world (Russia - Moscow, China – Beijing, Japan - Tokyo, Australia – Sydney / Perth, USA – NY/LA, UK - London) and trade routes between these  • I know how resources are traded  • I know the countries that make up South America and can identify their main physical features and how this links to trade.  Brazil, Argentina, Peru, Bolivia, Uruguay |
| Disciplinary Skills  • Create outcomes using ideas from my journal including  sketches and photographs  • Carry out an in depth study  • Select different parts from my observation to produce more  detailed sketches to be used later  • Demonstrate technical knowledge when talking  about my creations  • Talk about an artistic movement and its impact | Disciplinary Skills  • I can evaluate the usefulness and accurateness of different  sources of evidence and explain my choice of which evidence  sources I used  • I can suggest accurate and plausible reasons for how and why  aspects of the past have been interpreted and represented in  different ways  • I can recognise that some evidence is propaganda or  misinformation and how this effects interpretations of history  • I can use dates and times consistently and accurately  • I can choose the most appropriate ways to present  information to an audience  • I can present information to an audience in an interesting and  informative way, including the use of charts and graphs | Disciplinary Skills  \* | Disciplinary Skills  \* Making predictions based on current evidence and research findings  • I can take accurate and precise  measurements  • I can confirm the validity of results  through repeated tests  • I can use a variety of variable to  confirm or refute my initial hypothesis | Disciplinary Skills  • I can choose the most appropriate way to present information.  • I can cross reference data to check for reliability.  • I can explain the implications of decisions made or not made  • I can use evidence to support my argument and form my own  opinions  • I can create a balanced argument using evidence, including how land is used and the depletion of natural resources.  • I can decide how best to present my findings and arguments  • I can use increasingly complex geographical language to  evidence my thinking |
| Reading Objectives  \* To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval | Reading Objectives  \* To discuss how characters change and develop through texts by drawing inferences based on indirect clues.  To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval  To distinguish independently between statements of fact  and opinion, providing reasoned justifications for their views. | Reading Objectives  \* To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).  To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval  To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.  To recognise more complex themes in what they read | Reading Objectives  \* To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval  To draw out key information and to summarise the main ideas in a text.  To compare characters, settings and themes within a text and across more than one text. | Reading Objectives  \* To retrieve, record and present information from non-fiction texts.  To use non-fiction materials for purposeful information retrieval  To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.  To draw out key information and to summarise the main ideas in a text.  To distinguish independently between statements of fact  and opinion, providing reasoned justifications for their views. |
| Writing Objectives  Writing to inform  •write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).  •distinguish between the language of speech and writing and to choose the appropriate level of formality. | Writing Objectives  \* note down and develop initial ideas, drawing on reading and research where necessary  •use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).  •use a wide range of devices to build cohesion within and across paragraphs  •use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she? ', the words 'didn't she' are a question tag.”) | Writing Objectives  \* note down and develop initial ideas, drawing on reading and research where necessary  •use a wide range of devices to build cohesion within and across paragraphs  •make changes to vocabulary, grammar and punctuation to enhance effects  •use question tags in informal writing (a very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she? ', the words 'didn't she' are a question tag.”) | Writing Objectives  •use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).  •use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi colons, dashes, hyphens, colons, and when necessary, to use such punctuation  •use the passive voice accurately within appropriate pieces. | Writing Objectives  \* note down and develop initial ideas, drawing on reading and research where necessary  •use a wide range of devices to build cohesion within and across paragraphs  •make changes to vocabulary, grammar and punctuation to enhance effects  •use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi colons, dashes, hyphens, colons, and when necessary, to use such punctuation |
| Fiction and non-fiction texts that will be shared with children:  Booktalk about Grant Wood  Booktalk about portrait art | Fiction and non-fiction texts that will be shared with children:  Novel: Goodnight Mr Tom  Non-fiction text in booktalk | Fiction and non-fiction texts that will be shared with children:  Booktalk – examples of writing that show speech and shifts in formality. | Fiction and non-fiction texts that will be shared with children:  Booktalk: information on light and electricity for science.  Class Novel: the Boy who harnessed the wind. | Fiction and non-fiction texts that will be shared with children:  Booktalk: Based on world trade information & contextual information on South America. |