

## History

# INDUSTRIAL REVOLUTION

## Autumn - Year 6

### Geography

1. What were the main changes that took place during the Industrial Revolution?
2. Why is it so difficult to find out what factory conditions were really like?
3. What were the main changes in transport and did everyone benefit?
4. How did the Industrial Revolution change Manchester?
5. How did town life compare to life in the countryside at this time?



## Maths

- We will start by revising and building on our place value knowledge, including rounding and working with large numbers up to 10,000,000 as well as decimals and their value.
- We will revisit the important concept of multiplying and dividing by 10, 100 and 1000 and will use these skills in our written and mental methods.
- We will use a variety of efficient written methods for addition, subtraction, multiplication and division.
- We will apply these methods to solve a variety of real life problems. We will be developing our reasoning skills through discussion using increasingly complex mathematical vocabulary.

1. Why are National Parks important, and what key events and people helped in their creation?
2. Can you list and locate the National Parks in the UK?
3. What are the effects of tourism on the Peak District, and how would you present your findings?
4. Why is it important to practice sustainable tourism to protect the environment and natural resources?
5. What problems do National Parks face, like habitat loss, pollution, and land use conflicts?



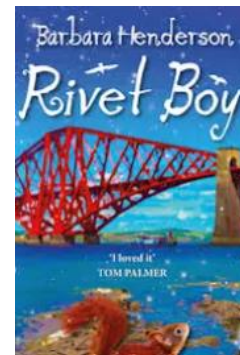
## Trip

### Peak District Explorers

### Map Skills

Macclesfield Forest  
15<sup>th</sup> October 2024

## Class Novel



## English Text



### Spoken language:

- Articulate and justify answers
- Maintain attention and participate actively in collaborative conversations
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

### Reading comprehension:

- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Evaluate authors' language choice

### Writing Composition:

- Identify the audience for and purpose of writing
- Note and develop initial ideas, drawing on reading
- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action

### Writing outcome:

To write an action-packed story ending.

## Science

### Light

Scientist: Dr Patricia Bath



Pupils will be taught to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

## Art and Design

DRAWING: INDUSTRIAL LANDSCAPE

LC Lowry



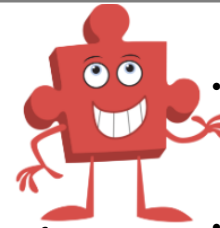
## Music

Instruments – Love Music Trust

## PSHE

Being Me in My World:

### Individual Liberty



- How to identify and express any fears or worries I may have about the future
- The universal rights which are made to protect all children
- How everyone has the right to learn
- How my choices can affect other people
- How to work well with others
- The positive benefits to democracy and having a voice

## Children`s Rights



## R.E.

What can we learn from Humanism?

- Define Humanism and explain what Humanists believe about human origins, values, purpose, and destiny.
- Discuss the importance that Humanists place on the visual arts, music, cinema, comedy, architecture, and other aspects of human culture.
- Explain how Humanists embrace the 'Golden Rule' and understand how this perspective is shared with people who have a religious faith.
- Identify key figures in the history of Humanism and explain their contributions to Humanist thought.

## Design Technology

- Children will learn about how simple bridges are constructed using beams, pillars or piers, then make and test beam bridge designs.
- How trusses are used in bridge design to spread out compression forces.
- how arches are used to spread and redirect compression forces acting on bridges. They will then build and test model arch bridges.
- Children will learn about how suspension bridges use tension to support bridge decks spanning large distances.

## P.E.

Invasion Games: football, basketball.

## Spanish

My Town

## Computing

Coding  
Online Safety

