

We Are Chorley, Lancashire, UK Autumn Term Year 6

Geography

Locational Knowledge:

- I can name and locate counties and cities of the United Kingdom (*revision*).

Human and Physical Geography:

- I know more about the physical geography of Blackpool and the surrounding area? (*Coast, climate, vegetation, rivers*).
- I know more about the human geography of Blackpool and the surrounding area? (*Settlement types, commerce, industries, farming, tourism, transport links, attractions etc*).

Mapping:

- I can follow routes on maps describing what can be seen.
- I can create sketch maps using symbols and a key.
- I can use a wider range of OS symbols including 1:50K symbols.
- I can read and compare map scales.

Fieldwork:

- I can interpret data collected and present the information in a variety of ways including charts and graphs.

Enquiry and Investigation:

- I can make predictions and test simple hypotheses about people and places.

Communication:

- I can communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.
- I can develop views and attitudes to critically evaluate responses to local geographical issues or events in the news (fracking).

Use of IT and Technology:

- I can use appropriate search facilities when locating places on digital/online maps and websites.
- I can use a wider range of labels and measuring tools on digital maps.
- I can interpret data collected and present the information in a variety of ways including charts and graphs.

History

Chronology

- Sequence events and periods through the use of appropriate terms relating to the passing of time (*empire, civilisation, parliament, peasantry...*).
- Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

	<ul style="list-style-type: none"> ▪ Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day (<i>e.g. with particular focus on the period from 850AD to 1066AD</i>). ▪ In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (<i>e.g. propaganda, bias, primary source, secondary source, reliability...</i>). ▪ Analyse connections, trends and contrasts over time (<i>e.g. warfare and battle</i>). <p>Events, People and Changes</p> <ul style="list-style-type: none"> ▪ Gain historical perspective by placing their growing knowledge into different contexts focusing particularly on military, political and social history. ▪ Establish a narrative showing connections and trends within and across periods of study. ▪ Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes (<i>e.g. understanding how different people settled</i>). ▪ Present a clear narrative within and across periods that notes connections, contrasts and trends over time. <p>Communication</p> <ul style="list-style-type: none"> ▪ Produce structured work that makes connections, draws contrasts and frames historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. ▪ Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. ▪ Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this. ▪ Begin to recognise why some events, people and changes might be judged as more historically significant than others.
Art	<p>Exploring and Developing Ideas</p> <ul style="list-style-type: none"> ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p>Drawing</p> <ul style="list-style-type: none"> ▪ Use a journal to collect and develop ideas. ▪ Identify artists who have worked in a similar way to their own work.

	<ul style="list-style-type: none"> ▪ Use dry media to make different marks, lines, patterns and shapes within a drawing. ▪ Experiment with wet media to make different marks, lines, patterns, textures and shapes. ▪ Explore colour mixing and blending techniques with coloured pencils. ▪ Use different techniques for different purposes i.e. shading, hatching within their own work. ▪ Start to develop their own style using tonal contrast and mixed media. ▪ Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. ▪ Show an awareness of how paintings are created i.e. Composition. <p>Painting</p> <ul style="list-style-type: none"> ▪ Develop a painting from a drawing. ▪ Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. ▪ Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. ▪ Mix and match colours to create atmosphere and light effects. ▪ Be able to identify and work with complementary and contrasting colours. <p>Collage</p> <ul style="list-style-type: none"> ▪ Add collage to a painted or drawn background. ▪ Use a range of media to create collages. <p>Textiles</p> <ul style="list-style-type: none"> ▪ Use different grades of threads and needles. ▪ Experiment with batik techniques. ▪ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. <p>Evaluate</p> <ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate work in a journal.
DT	<p>Evaluation of Existing Products</p> <ul style="list-style-type: none"> ▪ Research and evaluate existing products (including book and web based research). ▪ Consider user and purpose. ▪ Understand how key people have influenced design.

	<p>Focused Tasks</p> <ul style="list-style-type: none"> ▪ Prepare food products taking into account the properties of ingredients and sensory characteristics. ▪ Weigh and measure using scales. ▪ Select and prepare foods for a particular purpose. ▪ Work safely and hygienically. ▪ Show awareness of a healthy diet (using the eatwell plate). ▪ Use a range of cooking techniques. ▪ Know where and how ingredients are grown and processed. ▪ Consider influence of chefs e.g. Jamie Oliver and school meals, Hugh Fearnley-Whittingstall and sustainable fishing etc. <p>Design</p> <ul style="list-style-type: none"> ▪ List tools (<i>and utensils</i>) needed before starting the activity. ▪ Plan the sequence of work e.g. using a storyboard. ▪ Record ideas using annotated diagrams. ▪ Use drawings to help formulate ideas. ▪ Devise step by step plans which can be read/followed by someone else (<i>such as a recipe</i>). ▪ Sketch and model alternative ideas. ▪ Decide which design ideas to develop. <p>Make</p> <ul style="list-style-type: none"> ▪ Make prototypes. ▪ Develop one idea in depth. ▪ Use researched information to inform decisions. ▪ Produce detailed lists of ingredients and tools (<i>utensils</i>). ▪ Select from and use a wide range of tools (<i>utensils</i>). ▪ Use appropriate finishing techniques for the dish. <p>Refine their product review/rework/improve</p>
<p>Music</p>	<p>Listening</p> <ul style="list-style-type: none"> ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.

	<ul style="list-style-type: none"> ▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. <p>Performing</p> <ul style="list-style-type: none"> ▪ Sing songs; speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. <p>Creating</p> <ul style="list-style-type: none"> ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures. <p>Pitch</p> <ul style="list-style-type: none"> ▪ Identify short phrases and long phrases. ▪ Identify the prominent melody patterns in a piece of music. <p>Duration</p> <ul style="list-style-type: none"> ▪ Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>). ▪ Identify a silence in a rhythmic pattern with a gesture. ▪ Create rhythmic patterns including silences and notate. ▪ Indicate strong and weak beats through movements. ▪ Recognise a change in metre.
Global Links	<p>Plate Pioneer Z 'Every plate tells a story' http://worldslargestlesson.globalgoals.org/all-lesson-plans/</p>

