

# Siddal Primary School - Curriculum Overview for Year 6 – Autumn Term A – The Victorians

## English

- Reading**
- Read texts linked to the key periods of history studied, e.g. Street Child by Berlie Doherty and Oliver Twist by Charles Dickens.
  - Make comparisons within and across books.
  - Develop lower order comprehension skills such as prediction, basic retrieval and inference.
- Writing**
- Plan writing to suit audience and purpose.
  - Develop character and setting in narrative.
  - Select grammar and vocabulary for effect.
  - Use a wide range of cohesive devices and apply taught aspects of SPAG.
  - Write narrative recounts which reflect their learning in history of the period being studied.
- Grammar**
- Develop aspects of grammar such as; simple, compound and complex sentences.
  - Understand the structure of relative and subordinate clauses.
  - Understand and use active and passive voice.
  - Use commas for clarity.

## Art & Design

- Explore ideas and collect visual information of art and design during the Victorian era, including the Pre-Raphaelites, William Morris and decoupage.
- Use line drawings to create portraits of Queen Victoria.
- Use knowledge and understanding of materials and processes.

## Computing

- use research skills to support learning in all areas of the curriculum
- To understand the potential risks of using the Internet and understand how to minimise those risks (including scams and phishing).
- To know what a pop up is and that they have commercial interest.
- Understand that some material on the internet is copyrighted and may not be copied or downloaded.

## Mathematics

- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit, round numbers including decimals numbers up to 3 decimal places.
- Identify common factors, common multiples and prime numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Add, subtract, multiply and divide fractions with the same and different denominations.
- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.

## Design and Technology

- Research and explore leisure and entertainment during this period of history.
- Investigate, design, make and evaluate Punch and Judy puppets.

## Geography

- Use maps and secondary sources of information
- Locate the countries which were part of the British Empire during the Victorian era.

## SMSC and British Values

- Examine the social changes that took place during the Victorian era, e.g. child labour laws, prison reforms etc.
- Discuss the motives of individuals who fought for these changes, e.g. the suffragettes.
- Consider what causes we should fight for today.

## PSHEE

- Understand our rights and responsibilities in school.
- Create ground rules to establish a constructive learning environment based on principles from previous years.

## Science

- Investigate how we see things through light entering our eyes.
- Explore how light can be reflected and change directions.
- Investigate how light can be reflected from a variety of surfaces.
- Plan and carry out experiments to investigate how shadows behave.
- Understand the differences between shadows and reflections.

## Physics

## History

- Find out about the life and reign of Queen Victoria.
- Learn about the Industrial Revolution and the impact on the people of Britain. Use sources of information to discover what life would have been like for children.
- Explore the inventions of the Victorian era.
- Discover the life and work of Dr Barnado.
  - Trip to Bradford Industrial Museum and Moorside Board School.

## Physical Education

- Use running, jumping, catching and throwing in isolation and in combination.
- Play competitive striking and invasion games, applying basic principles.

## P4C

- Should women have been able to vote during the Victorian era?

## RRS link

- Article 32 -Child labour understand that governments must protect children from exploitation and work which is dangerous or might harm their health.