

**Year group: 6**      **Term: Spring (1<sup>st</sup> Half)**

**Topic: Inventions and Discoveries**  
*Alongside: The Battle of Britain*

## Kernow Cluster Topic Overview Sheet

# Objectives

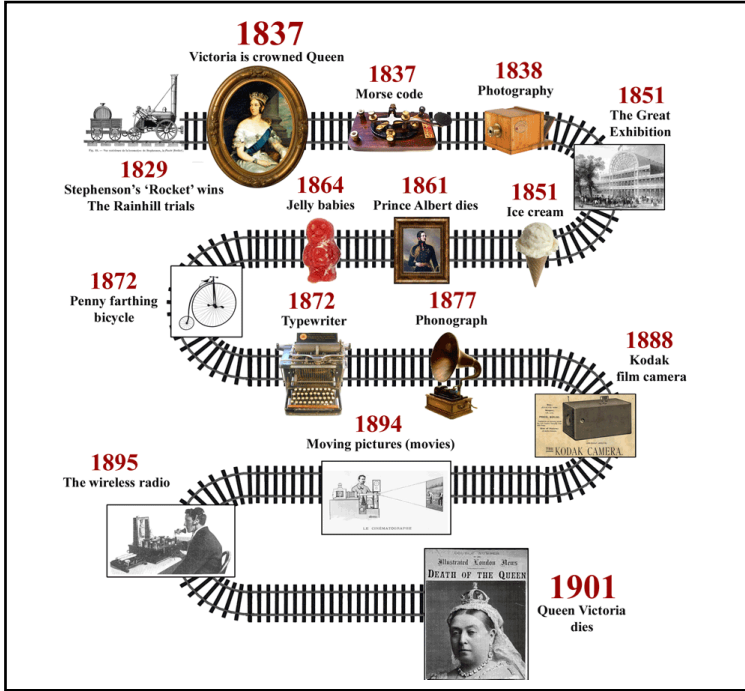


**Opportunities for outdoor learning:**

- Camborne town trail – looking for Victorian architecture in buildings.

**Key vocabulary:**

Victorian, workhouse, orphan, orphanage, invention, discovery, Queen Victoria, Oliver Twist, Industrial Revolution, The Great Exhibition, railway, transport, Charles Dickens, Charles Darwin, turning point



**Opportunities for trips / visitors:**

Victorian National Heritage Site - Morwellham Quay  
Victorian Workshop – Truro Museum

**PSHE objectives:**

- Learn about where money comes from, keeping it safe and the importance of managing it effectively.
- Know how money plays an important part in people's lives.

**Digital literacy:**

- Understand that children's websites must protect their private information.
- Learn to identify secure sites by looking for privacy policies and privacy seals of approval.

**Whole class texts:**

*Hetty Feather* – Jacqueline Wilson  
*Oliver Twist* – Charles Dickens  
*Street Child* – Berlie Doherty

**History objectives:**

- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Study a significant turning point in British history, for example, the first railways.

**PE objectives:**

- Work with a partner to show a variety of balances on the floor and apparatus with good body tension.
- Include matching, mirroring and contrasting balances in sequences.
- Evaluate performances and suggest improvements.

**Maths objectives:**

- Associate a fraction with division and calculate decimal fraction equivalents.
- Recall and use equivalences between simple fractions, decimals and percentages.
- Solve problems involving similar shapes involving scale factor.
- Use simple formulae and express missing number problems algebraically.

**English objectives:**

- Use Informal language to write diary entries (*Hetty Feather* and *Oliver Twist*).
- Write detailed character and setting descriptions.
- Retrieve, record and present information from non-fiction to write a biography of Charles Darwin.
- Use correct organisational devices to produce a playscript.

**Geography objectives:**

N/A

**Music objectives:**

- Listen with attention to detail and recall sounds with increasing aural memory.
- Develop an understanding of the history of music.

**Science objectives:**

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Recording data and results using scientific diagrams and labels, tables, bar and line graphs.
- Use test results to make predictions to set up further fair tests.

**Languages objectives:**

- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

**Art objectives:**

- Improve their mastery of art and design techniques, including drawing with pencils.
- Learn about great artists in history - L.S. Lowry.

**Computing objectives:**

- Use technology safely, respectfully and responsibly.
- Recognise acceptable/unacceptable behaviour.
- Identify a range of ways to report concerns about content and contact.

**RE objectives:**

- Explore the impact of the Birth of Jesus.
- Interpret the Jewish understanding of the word 'shalom' and find out about the Jews' understanding of Sabbath.
- Identify the impact of revelation on St Paul.
- Know how the risen Jesus revealed himself to the Apostles.

**Design Technology objectives:**

- Understand how key events and individuals in design and technology have helped shape the world.
- Investigate and analyse a range of existing products.

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**Skills**



**Links to previous topics:**  
 How We Live (Y1)  
 Marvellous medicine (Y2)

**Links to future topics:**

- Maths – Solve multi-step problems.
- Computing – Digital Citizenship.
- RE – Key beliefs in Judaism and Christianity.
- Languages – Talk about likes and dislikes.
- History – Using varied sources of information.

**Opportunities for home learning / cultural capital:**  
*Oliver Twist* – Charles Dickens  
*L.S. Lowry* – Great artists in history

**PSHE:**

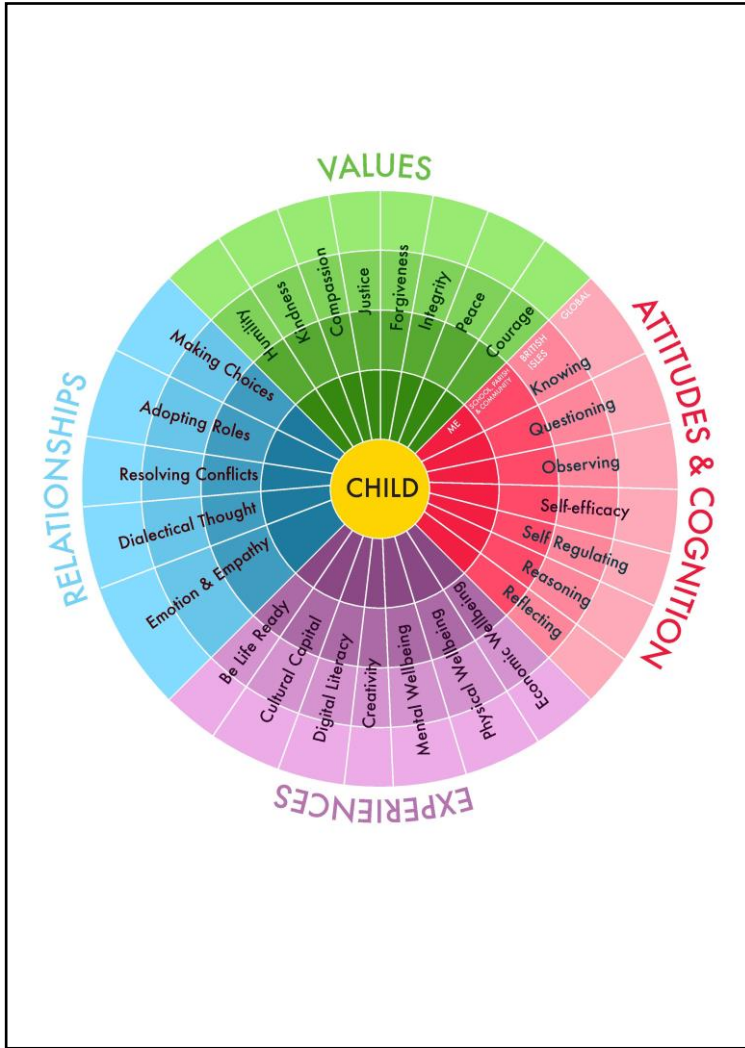
- Explore how to manage money effectively.

**British values:**

- Democracy. Respect. Rule of Law.

**Maths skills:**

- Use algebra to write the formula for the nth term in a number sequence.
- Express missing number problems algebraically.
- Use scale factors, scale diagrams and maps.
- Compare and order comparative complements (decimals, fractions and percentages).



**Set homework:**  
 Timeline of key Victorian inventions.  
 Fact file for Charles Dickens or Lowry.

**History skills:**

- Extend and deepen chronological knowledge and understanding of British history.
- Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period.
- Use a range of sources of information to find out about significant historical people from a key historical period.
- Talk about the impact of change on past societies.

**PE skills:**

- Combine and perform a series of sequences using a range of complex actions and balances.
- Plan a series of complex sequences with others.
- Make longer, more complex sequences including changes of direction, level and speed.
- Use criteria to judge the quality of ideas, actions, composition and sequences.

**English skills:**

- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Use the full range of punctuation to good effect across a wide range of writing genres.
- Make accurate use of KS1 and KS2 grammar, punctuation and spelling.
- Ensure that characters are well developed and direct and reported speech is used to move the story forward.
- Proof-read the work of others providing suggestions for improvement.

**Geography skills:**

- Talk about and describe how people's actions can damage and improve the environment.

**Music skills:**

- Compare, contrast and combine a range of musical genre.
- Compare, improve and perform a range of melodies and songs combining different parts.

**Science skills:**

- Select and plan accurately the most appropriate type of scientific enquiry for answering scientific questions.
- Decide which variables to measure change and keep the same.
- Demonstrate how to change one factor (variable) whilst keeping others the same (control).
- Choose the most appropriate equipment (with a variety of intervals and units) to make measurements and explain how to use accurately and with precision.

**Languages skills:**

- Use a dictionary to find past, present and future tense of verbs.
- Write a range of sentences.
- Speak in complete sentences using basic language structures.

**Art skills:**

- Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas, and how they will use this in their own work.
- Use and combine the visual elements (colour, tone, line, shape, form) to record observations and to express and communicate ideas and feelings.
- Make informed and critical comments about own and other peoples' work.

**Computing skills:**

- Use advance search functions in Google (quotations).
- Understand websites such as Wikipedia are made by users (link to E-Safety).
- Use strategies to check the reliability of information (cross check with another source such as books).
- Use knowledge of domain names to aid judgment of the validity of websites.

**RE skills:**

- Make links between sources, practices, beliefs, ideas, feelings and experiences.
- Describe in detail the impact of religion on people's lives.
- Raise and suggest answers to questions about purpose, truth, values and commitments.

**Design Technology skills:**

- Discuss ways in which ideas, plans and designs are formed and modify to ensure that the design criteria are met effectively.
- Gain an understanding of the way in which the work of famous inventors, designers and engineers have impacted on the development of product design and function.