Year 6 Autumn 2024 Coverage Map

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| **Autumn 1** | **Autumn 2** |
| **Citizenship** | **Leadership** |
| **Poet: Sassoon** | **Poet: Benjamin Obadiah Iqbal Zephaniah** |
| Art Enquiry Question: How can I create a realistic still life image?Outcome: to compose and create a still life image independently.  | Black history month Enquiry Question: How can I write an engaging short story?Outcome: To write a powerful narrative short story from the POV of one of the freed slaves rescued by Harriet Tubman.  | History: WWIIEnquiry 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.  | 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 is Fairtrade making trade fairer?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 still life art. • How to use a variety of materials to develop andimprove my work – drawing pencils and watercolours. • How to use photographs to support the development ofmy ideas – looking at composing images and finding examples of still life to study.  | Substantive Knowledge See writing & reading objectives for this narrative unit.(below) | 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 aTimeline: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 21stcentury and post using the 19th and 20th century | Substantive KnowledgeELECTRICITY• I know how to adjust the brightness of a lampor the volume of a buzzer with the number ofcells issued in a circuit• I know how to compare and give reasons forvariations in how components function• I know how to mend a broken circuit• I know how to use symbols when representinga circuit in a diagramLIGHT• I know that light appears to travel in straightlines• I know that objects are seen because the giveout or reflect light into the eye• I know how our eyes work and how we seethings• I know what refraction is• I know why shadows have the same shape asthe 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 includingsketches and photographs• Carry out an in depth study• Select different parts from my observation to produce moredetailed sketches to be used later• Demonstrate technical knowledge when talkingabout my creations• Talk about an artistic movement and its impact | Disciplinary Skills\* | Disciplinary Skills• I can evaluate the usefulness and accurateness of differentsources of evidence and explain my choice of which evidencesources I used• I can suggest accurate and plausible reasons for how and whyaspects of the past have been interpreted and represented indifferent ways• I can recognise that some evidence is propaganda ormisinformation and how this effects interpretations of history• I can use dates and times consistently and accurately• I can choose the most appropriate ways to presentinformation to an audience• I can present information to an audience in an interesting andinformative way, including the use of charts and graphs | Disciplinary Skills\* Making predictions based on current evidence and research findings• I can take accurate and precisemeasurements• I can confirm the validity of resultsthrough repeated tests• I can use a variety of variable toconfirm 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 ownopinions• 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 toevidence 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 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 retrievalTo 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 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 retrievalTo distinguish independently between statements of factand opinion, providing reasoned justifications for their views. | Reading Objectives\* To retrieve, record and present information from non-fiction texts.To use non-fiction materials for purposeful information retrievalTo 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 retrievalTo 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 factand opinion, providing reasoned justifications for their views. |
| Writing ObjectivesWriting 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.). •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 appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). | 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\* 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•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 still life drawing techniques | 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: Novel: Goodnight Mr TomNon-fiction text in booktalk | 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.  |