

BLACK HORSE HILL JUNIOR SCHOOL - Art/DT LESSON SEQUENCE



Y6 - Victorians – William Morris designs and printing/cushion design and making

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
<p>Who is William Morris? (Art)</p>	<p>To explore the roles and purposes of artists - British textile designer, poet, artist, novelist, conservationist, printer, translator and socialist activist associated with the British Arts and Crafts Movement. To collect information, sketches etc. and present ideas imaginatively in a sketchbook.</p>
<p>How did William Morris create his artwork? (Art)</p>	<p>To investigate William Morris' art work, especially his textile, wallpaper and carpet designs, knowing that he used flora/fauna and natural colours. To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. To carry out preliminary studies, test media and materials and use appropriate colours.</p>
<p>Creating designs in the style of William Morris. (Art/DT)</p>	<p>To show awareness of how designs are created (composition). To design and produce a piece of printed artwork in the style of William Morris. To be confident printing on paper/fabric.</p>
<p>Producing products in the style of William Morris. (Art/DT)</p>	<p>To investigate how cushions are put together. Communicate ideas through detailed labelled drawings. Explore and develop design proposals and plan an order of work, choosing appropriate materials, tools and techniques. To join fabrics in a variety of ways, including a range of stitching techniques.</p>
<p>Evaluate own work (Art/DT)</p>	<p>Compare work produced - ideas, methods and approaches. Say what they think about them and describe how they may develop it further.</p>

BLACK HORSE HILL JUNIOR SCHOOL - SCIENCE LESSON SEQUENCE



Electricity

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
<p>How have major discoveries affected our understanding and use of electricity?</p> <p>How electricity has made our lives better today.</p>	<p>Identify how our understanding of electricity has changed over time.</p> <p>Explain how major discoveries affected our understanding and use of electricity.</p>
<p>How and why do we use scientific circuit symbols?</p>	<p>Know the scientific symbols for the main parts of a circuit.</p> <p>Create circuit diagrams using scientific symbols.</p>
<p>What are the effects of differing voltages in a circuit?</p>	<p>Draw circuit diagrams indicating the voltage.</p> <p>Explain the effect of increasing or decreasing the voltage on different parts of a circuit.</p>
<p>How to plan an investigation.</p> <p>How do variations in different components function?</p>	<p>Select an appropriate scientific enquiry.</p> <p>Plan an investigation in detail.</p> <p>Decide which variables to control.</p> <p>Explain variations in functions.</p>
<p>How to conduct an investigation.</p> <p>How to record data and report findings.</p>	<p>Use plans to conduct an investigation.</p> <p>Adjust plans if necessary.</p> <p>Decide how to record findings as data.</p> <p>Decide how to report findings appropriately.</p>
<p>How to investigate results further.</p>	<p>Use results to make new predictions.</p> <p>Plan and conduct a further investigation.</p>

BLACK HORSE HILL JUNIOR SCHOOL - SCIENCE LESSON SEQUENCE

Light

Enquiry/ Learning Intention	What the children will know/ Essential knowledge
What is light and where does it come from?	To be able to identify sources of light (sun, stars, torch, bulbs, fire etc) and how light is reflected - light, travelling in a straight line, bounces off an object.
What is reflection and how can we use it?	To understand translucent, transparent and opaque. To recognise what darkness and shadows are and how they are made. To explain whether a material is reflective or non reflective.
What is refraction and how can we use it?	To understand that refraction is when a lightwave changes direction and to know how it can be used - making jewels sparkle and lasers.
How do we see light?	To draw and label a diagram to show/explain how we see light and how the eye works - including the pupil, cornea, lens, retina and optic nerve.
Where do different colours come from?	To understand how white light is split into different colours and use this to explain how we see different colours - white light, prism, reflected, refracted, absorbed.
What are some uses of light?	To explain how a periscope works - mirrors, reflection, seeing over objects or around corners . To recognise how lenses work - explain convex and concave.

BLACK HORSE HILL JUNIOR SCHOOL – HISTORY/GEOGRAPHY LESSON SEQUENCE

Y6 - Victorians



Enquiry/ Learning Intention	What the children will know/ Essential knowledge
Who was Queen Victoria and what significant events occurred during her reign?	To construct a timeline of events that happened during Queen Victoria’s reign. To identify which events that have impacted the most on our lives today e.g. school being made compulsory for all children or the invention of the telephone.
What was the British Empire and how far did it spread world-wide?	To identify on a world map, the countries that made up the British Empire during the Victorian times and compare them to the countries that are part of the empire today. To give reasons for why countries left – such as wanting their own independence.
What are these artefacts and how were they used?	To investigate different Victorian artefacts and make predictions about what they were and what they were used for. To compare the Victorian artefacts to items that we use today, suggesting how they have developed overtime e.g. the iron used to be heated on the stove compared to it being heated by electricity today.
Child labour during the Victorian times – whose point of view?	To look at and discuss different points of view about child labour during the Victorian times and match them to the groups of people who stated them: poor parents, reformers, factory owners and child labourers. To debate child labour during the Victorian times, from the point of view of either: poor parents, reformers, factory owners and child labourers.
Who were the significant figures during the Victorian times and how have they influence life today?	To carry out research on some of the significant figures that were present during the Victorian times e.g. Emmeline Pankhurst, Marie Curie, Alexander Graham Bell and George Stephenson.

	To decide, in their opinion, who was the most significant person and how they influenced life in modern day Britain.
What is a census and how does it tell us about what life was like during the Victorian times?	To investigate census data from the Victorian times and use it to write about what life was like during the Victorian times.