

**Year 6 Medium Term Plan – Crime and Punishment**

**Autumn Term 2 - 2024**

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| **Term**  | Autumn 2 |
| **Key text** | Holes by Louis Sachar  |
| **Key Vocabulary** | Crime, punishment, courts, trial, police, law, order, fraud, murder, organised crime, smuggling, arson, burglary  |
| **Ongoing objectives through this topic** | History - Learning about the different types of laws and punishments during different periods of time such as the Romans, Victorians, WW2 and Tudors as well as comparing these across time.PHSE- One world- Understand why people seek to manage and sustain their environment. |
| **Topic curriculum coverage and content** |
| **Lesson WALT** | **Subject covered within lesson** | **Curriculum content covered within lesson** | **What will this look like when it’s achieved?** |
| Lesson 1 WALT: crime and punishment in ancient Rome  | History  | * Understand how our knowledge of the past is constructed from a range of sources.
 | Children will* Understand and explain the laws and rules during the Roman era.
* Understand about the crimes and punishments during the Roman era.
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| Lesson 2 WALT: find out how the legal system worked in Anglo-Saxon Britain | History  | * Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
 | Children will* Explain how wergild was used in Anglo-Saxon Britain.
* Explain about key facts and punishments during Anglo-Saxon Britain.
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| Lesson 3 WALT: find out about different punishment methods that were popular during the Tudor period. | History  | * Understand how our knowledge of the past is constructed from a range of sources.
 | Children will* ask questions about various historical sources of Tudor objects.
* tell you some key facts about different types of punishments used in Tudor Britain.
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| Lesson 4 WALT: find out about the life of Dick Turpin based on historical sources | History  | * Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
 | Children will* can use different sources to build a picture of events in the life of Dick Turpin.
* can study various sources and talk about their differences in what they show about Dick Turpin.
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| Lesson 5 WALT: understand the experiences of Victorian prisoners | History  | * Provide an account of a historical event based on more than one source
 | Children will* recall two main things that the Victorians introduced to prevent crime.
* explain the hard labour tasks that Victorian prisoners had to do.
 |
| Lesson 6 WALT: explore police duties and criminal punishments during WWII | History  | * Provide an account of a historical event based on more than one source
 | Children will* Be able to understand what the most common crimes were and what punishments were enforced during that time.
* Be able to explain the main duties of police officers during this time in history.
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| Lesson 7 WALT: compare modern methods of crime and punishment and detection with what existed in the past | History | * Understand that the type of information available depends on the period of time studied and evaluate the usefulness of a variety of sources.
 | Children will* recall key facts about crime and punishment in Britain from the Roman, Anglo-Saxon, Tudor and Victorian periods.
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| Lesson 8 WALT: use our knowledge of crime and punishment through the ages  | History assessment  | * Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
 | Children will know:* How to use their knowledge to create a project page all about crime and punishment through the ages
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| Lesson 9 WALT: use our topic knowledge to create a project page | History Assessment  |  | Children will know:* How to use their knowledge to create a project page all about crime and punishment through the ages
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| **Discrete Teaching** |
| **Lesson WALT** | **Subject covered** | **Curriculum content covered within unit** | **What will this look like when it’s achieved?** |
| Lesson 1 WALT: explain the importance of the major discoveries in electricity | ScienceElectricity  | Electricity * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
* Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
* Use recognised symbols when representing a simple circuit in a diagram.

Working Scientifically* Take measurements, using a range of scientific equipment, with increasing accuracy and precision, understanding the need for taking repeat readings when appropriate.
* Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
 | Lesson 1 children will* identify how our understanding of electricity has changed over time.
* explain how major discoveries affected our understanding and use of electricity
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| Lesson 2 WALT: recognise and draw scientific circuit symbols | Lesson 2 children will * know the scientific symbols for the main parts of a circuit.
* can create circuit diagrams using scientific symbols
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| Lesson 3 WALT: observe and explain the effects of differing voltages in a circuit | Lesson 3 children will* can draw circuit diagrams indicating the voltage.
* can explain the effect of increasing or decreasing the voltage on different parts of a circuit.
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| Lesson 4 WALT: understand variations in how components function | Lesson 4 children will* can plan an investigation in detail.
* explain variations in functions
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| Lesson 5 WALT: record data and report my findings | Lesson 5 children will* can adjust my plan if necessary.
* can decide how to report my findings appropriately.
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| Lesson 6 WALT: use my results to make new predictions | Lesson 6 children will* can plan and conduct a further investigation
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| Lesson 1 WALT:  | ICT | * E-safety
* Understand the need to only select age appropriate content having knowledge of current apps and their rules and guidelines.
* Use technology respectfully and responsibly.
* Identify a range of ways to report concerns about content and contact in and out of school.
* Internet searching
* Use filters in search technologies effectively and is discerning when evaluating digital content.
 | Lesson 1 children will |
| Lesson 2 WALT:  | Lesson 2 children will |
| Lesson 3 WALT:  | Lesson 3 children will |
| Lesson 4 WALT:  | Lesson 4 children will |
| Lesson 5 WALT:  | Lesson 5 children will |
| Lesson 6 WALT:  | Lesson 6 children will |
| Lesson 1 WALT  | REHinduism and Christianity  | * Identifying and making sense of religious and non- religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.
* Understanding the impact
* Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, and the wider world.
* Making connections
* Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils’ thinking; discerning possible connections between these and pupils’ own lives and ways of understanding the world.
 | Lesson 1 children will |
| Lesson 2 WALT:  | Lesson 2 children will |
| Lesson 3 WALT:  | Lesson 3 children will |
| Lesson 4 WALT:  | Lesson 4 children will |
| Diwali 1st November. (Hindu, Sikh and Jains)· Christmas 25th December. (Christian)· Hanukkah 25th December – 2nd January. (Jewish) |
| Lesson 1 WALT:  | MusicUnit 2 Voices | * Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
* Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
* Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
* Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment.
* Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression
 | Lesson 1 children will |
| Lesson 2 WALT:  | Lesson 2 children will |
| Lesson 3 WALT: | Lesson 3 children will  |
| Lesson 4 WALT: | Lesson 4 children will |
| Lesson 5 WALT:  | Lesson 5 children will |
| Lesson 6 WALT | Lesson 6 children will |
| Lesson 1 WALT: understand conversations regarding shopping conversations  | FrenchLet’s go shopping | Let’s go shopping* Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun
* Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic
* Attempt to read a range of texts independently, using different strategies to make meaning
* Engage in longer conversations, asking for clarification when necessary
 | Lesson 1 children will* greet, respond and say goodbye
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| Lesson 2 WALT: discuss vocabulary at the shops  | Lesson 2 children will* use the correct masculine or feminine form of à côté de to describe the position of a shop
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| Lesson 3 WALT: have conversations regarding clothes and shops  | Lesson 3 children will* use the correct order to describe nouns, using foncé and clair
* use the masculine and feminine form of colours when necessary
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| Lesson 4 WALT: discuss money in French  | Lesson 4 children will* ask and answer questions about the cost of items
* take part in role play.
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| Lesson 5 WALT: create shopping lists in French  | Lesson 5 children will* locate the relevant information from a list
* answer questions by writing money amounts in French
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| Lesson 6 WALT: explore the shopping experience using our French speaking knowledge  | Lesson 6 children will* use the French they have learned to take part in a ‘Shopping Experience’
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| Lesson 1 WALT: Know your rights | PSHE RESPECTING RIGHTS ONE WORLD | RESPECTING RIGHTS AND ONE WORLD* Recognise the importance of getting help if they feel lonely or excluded, and can describe how to help others to feel included
* Name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed
* Say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged
* Describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex
* Identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules
* Explain what stereotypes, prejudice and discrimination mean, why they need to show others respect and how they can positively challenge discrimination
 | Lesson 1 children willexplain what the Universal Declaration of Human Rights is and understand that children have their own rights. |
| Lesson 2 WALT: Understand if all humans have rights and if so how they are met | Lesson 2 children will * understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.
* identify why people’s rights are sometimes not met in the UK and in places across the world.
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| Lesson 3 WALT:consider respect in relation human rights. | Lesson 3 children will* explain how I can respect other people’s rights and I understand why this is important
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| Lesson 4 WALT understand that humans rights change and activism | Lesson 4 children will* identify how and why ideas about human rights have changed.
* explain the role and importance of human rights activists
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| Lesson 5 WALT: Understand how we can be responsible global citizens | Lesson 5 children will* Know that they have different responsibilities towards the environment.
* Know about the United Nations Declaration of Rights of the child
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| Lesson 6 WALT:describe what global warming is and what we can do to help prevent it from getting worse. | Lesson 6 children will* explain why global warming is happening.
* identify the effects of global warming.
* explain how different actions can help prevent the effects worsening.

reflect upon my own feelings and commit to a small positive action |
| Lesson 7 WALT:explain how our energy use can harm the environment and describe what we can do to help  | Lesson 7 children will * discuss about how the energy we use contributes to global warming.
* identify what we can do to help.
* commit to acting by making an energy pledge.
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| Lesson 8 WALT: WALT: describe how we can use water responsibly and understand the importance of doing this. | Lesson 8 children will * identify lots of ways in which we use water in our daily lives.
* explain why it is important not to waste water.
* find out how to use water responsibly by reading an information sheet.
* show appreciation for the resources available to me.
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| Lesson 9 WALT:understand what biodiversity is and explain the importance of doing all we can to encourage it. | Lesson 9 children will:* can explain to a partner what biodiversity is.
* identify the benefits of biodiversity.
* show what biodiversity means to me through images and words.
* reflect on what I can do to encourage biodiversity.
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| Lesson 1 WALT:  | **P.E.****Gym** | P.E – football/fitness * Part of our P.E will be taught by school sports coaches this term they will deliver Football/fitness.

Indoor athletics * Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best
 | Lesson 1 children will |
| Lesson 2 WALT:  | Lesson 2 children will |
| Lesson 3 WALT:  | Lesson 3 children will |
| Lesson 4 WALT:  | Lesson 4 children will |
| Lesson 5 WALT:  | Lesson 5 children will |
| Lesson 6 WALT:  | Lesson 6 children will |