

**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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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 |
| 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 |
| **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 | Science  Electricity | 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 |
| 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 |
| 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. |
| Lesson 4 WALT: understand variations in how components function | Lesson 4 children will   * can plan an investigation in detail. * explain variations in functions |
| 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. |
| Lesson 6 WALT: use my results to make new predictions | Lesson 6 children will   * can plan and conduct a further investigation |
| 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 |
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| Lesson 6 WALT: | Lesson 6 children will |
| Lesson 1 WALT | RE  Hinduism 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: | Music  Unit 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 | French  Let’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 |
| 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 |
| 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 |
| 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. |
| 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 |
| 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’ |
| 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 will  explain 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. |
| 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 |
| 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 |
| 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 |
| 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. |
| 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. |
| 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. |
| 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 |
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