Class: Miss Hughes/Mr Green/Mr Oyston	Term: Autumn 2	Year Group: 6
Prime Learning Challenge	**Topic-** *When and why did we create the British Empire?* **Science-** *How have living things on Earth changed over time?*	

Past What do pupils already know/understand? Do they have any misconceptions?	**Present** What do pupils want to know/understand? What are they interested in? What motivates them?	**Context** How is this challenge relevant to the needs of your children?
Topic: The children have learnt about civil rights in year two. They have learnt about influential people like Rosa Parks, Barrack Obama and Nelson Mandela. The children have also previously studied the industrial revolution, in Year 5, and will therefore be able to make links to how the industrial revolution was one of the key drivers to economic growth and therefore empire expansion. They will also have some understanding of global trade networks and be able to use this to understand how the empire grew. **Science:** The children have no concept of how humans evolved. Very few have heard of Charles Darwin himself and none know what he was famous for.	**Topic:** When and why did we create the British Empire? Why did Britain start to build a British Empire? How important were the voyages of discovery in making Britain great? Why was the creation of the British Empire not always covered in glory? Why is it important that we get to know about India's relationship with the British Empire? Why do we no longer have a British Empire? **Science:** What is inheritance? What is evolution? Who was Charles Darwin and what was he famous for? Could humans have evolved from apes and monkeys? Why do I look like my parents? How do our genes decide what we look like?	**Topic:** This topic allows for children to become familiar with past events that have shaped our futures. The British Empire was a major part of Britain's history, shaping its political, economic, and cultural development over centuries. Learning about the Empire helps children understand key historical events, figures, and institutions, and how they contributed to modern Britain. The British Empire brought people from different parts of the world together, influencing British society in terms of language, culture, and demographics. Today's multicultural Britain is a direct result of the Empire's legacy. Learning about this helps children appreciate the cultural diversity around them and understand the origins of immigration and the rich mix of communities in the UK today. **Science:** This topic follows on from the previous science topic of 'How are living

		things grouped and classified?' where the children learnt about features and characteristics of different species in the animal and plant kingdoms including humans. They began questioning how this classification came about so this half term's topic is the next logical step in their learning and understanding.

By the end of this prime learning challenge...	**Some: More Able**	**Topic:** Can children recall how the British Empire began? Can children recall which countries made up the British Empire? Can children recall why Sir Francis Drake, Sir Walter Raleigh and Sir John Hawkins were important historical figures? Can the children justify why their discoveries impacted the British empire? Can they identify elements of the British Empire that led to controversy? Can the children recall why Britain's relationship with India was important within the British Empire? Can they recall key elements that led to the end of the British Empire? Can the children explain why the Commonwealth exists? **Science:** Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace? Can they explain how some living things adapt to survive in extreme conditions? Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet? Can they begin to understand what is meant by DNA?
	Most: Core	**Topic:** Can children recall how the British Empire began? Can children recall which countries made up the British Empire? Can children recall why Sir Francis Drake and Sir Walter Raleigh were important historical figures? Can they identify elements of the British Empire that led to controversy? Can

		the children recall why Britain's relationship with India was important within the British Empire? Can they recall key elements that led to the end of the British Empire? **Science:** Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago? Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? Can they give reasons why offspring are not identical to each other or to their parents? Can they explain the process of evolution and describe the evidence for this? Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?
	All: Less able	**Topic:** Can children recall how the British Empire began? Can children recall which countries made up the British Empire? Can children recall why Sir Francis Drake was an important historical figure? Can they identify elements of the British Empire that led to controversy? **Science:** Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago? Can they identify how animals and plants are adapted to suit their environment in different ways?
	Specific Children	

Pre-Learning	**Wow!**	**Reflection** How will you reflect & evaluate?

How will you make sure you are pitching appropriately?		
Topic and Science: Children to complete a WIAK activity and WIWTFO questions. Questions to be used for the classroom display board. Children to complete these as the topic evolves.	WOW ideas: **Topic:** Begin the lesson by entering the classroom with an old, mysterious-looking suitcase/bag. Tell the students that this suitcase has travelled all around the world. Inside, have items that represent different countries and cultures that were once part of the British Empire (e.g., spices from India, a tiny model of a kangaroo for Australia, a replica of a famous British ship, a postcard from Canada, a small map of Africa, tea from China, etc.). After revealing the items, bring out a globe (or world map). Use string or markers to show where each item or country is located. • **Science:** Children will have photos of Longmoor staff and their families and play a game of matching them based on inherited characteristics.	**Topic:** The children will complete their own independent project about the British Empire. **Science**: The children will create a piece of cross curricular writing based on the life and work of Charles Darwin. **Topic and Science:** Post-Learning Task – Complete assessment sheet. Allow children time to answer questions if not already done so. Return to the overall topic questions and discuss.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	Darwin's Dragons: diary/recount	Darwin's Dragons: diary/recount	Darwin's Dragons: non-chronological report	Darwin's Dragons: non-chronological report	Darwin's Dragons: biography of Charles Darwin	Darwin's Dragons: biography of Charles Darwin	Darwin's Dragons: biography of Charles Darwin
Rainbow Grammar	Colons and Semi-Colons	Relative Clauses					

SoundsWrite 2x a week during handwriting	**Extended Code -ee-** feeling meeting seaweed creepy	**Extended Code -ee-** ferry hungry badly baby	**Extended code – ee-** foggy angry lorry quickly	**Extended code -ee-** teapot meaning squeaky peanut	**Extended Code - ee-** probably seventy sesame charity	**Extended Code - ee-** disagree comedy family ability	**Extended Code -ee-** reading chimpanzee correctly seventy
Statutory Spellings 2x a week during handwriting	**Words with an oa sound (spelled ow, ou)** Blown Known Mould Poultry	**Words with an oa sound (spelled ow, ou)** Shallow Shoulder Smoulder thrown	**Words with a soft c (spelled ce)** Celebrate Cemetery Certificate Necessary Sacrifice	**Words with a f sound (spelled ph)** Alphabet Elephant Dolphin Graph Pamphlet	**Words ending with the suffix -ably** Adorably Comfortably Believably Valuably	**Words ending with the suffix -ible** Forceable Horrible Incredible legible	
Handwriting	Soundswrite x2 Statutory Spellings x2	Soundswrite x2 Statutory Spellings x2	Soundswrite x2 Statutory Spellings x2	Soundswrite x2 Statutory Spellings x2	Soundswrite x2 Statutory Spellings x2	Soundswrite x2 Statutory Spellings x2	Soundswrite x2 Statutory Spellings x2
Maths	**4 Operations** Long Division	**4 Operations** Order of Operations / Residential	**Fractions** Equivalent Fractions Comparing/Ordering Fractions	**Fractions** Fraction Calculations	**Assessment Week**	**Fractions** Fraction Calculations	**Fractions** Fraction Calculations
Science	Hook Lesson: Using staff's family pictures to understand inheritance	LO: To be able to understand how offspring can vary.	LO: To be able to understand what fossils can teach us about living things.	LO: To understand who Charles Darwin was.	LO: To understand how the adaptation of animals and plants may have led to evolution.	<u>Reflection Task:</u> A project to demonstrate their understanding of Evolution and the areas surrounding it.	<u>Reflection Task:</u> A project to demonstrate their understanding of Evolution and the areas surrounding it.

	LO: To understand the terms evolution and inheritance.						
History	Hook Lesson: Introducing the British Empire ***When and why did Britain create an empire?***	LO: To understand why Britain created an Empire. ***C1: Why did Britain start to build a British Empire?***	LO: To understand the importance of the voyages of discovery in making Britain great. ***C2: How important were the voyages of discovery in making Britain great?***	LO: To understand the controversy of the creation of the British Empire. ***C3: Why was the creation of the British Empire not always covered in glory?***	LO: To understand India's relationship within the British Empire. ***C4: Why is it important that we get to know about India's relationship with the British Empire?***	LO: To understand why the British Empire no longer exists. ***C5: Why do we no longer have a British Empire?***	LO: To showcase my learning on the British Empire. ***When and why did Britain create an empire?***
Geography	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Music	**<u>Happy – by Pharrell Williams</u>**						
	<u>Listen and Appraise</u> Happy	Sing the song and play instrumental parts to the song.	Sing the song and improvise using voices and/or instruments within the song	Sing the song and perform composition(s) within the song	Choose what you perform today. Start to prepare for the end-of-unit performance	Prepare for the end-of-unit performance and perform.	
PSHE	Jigsaw-Celebrating difference.	Jigsaw-Celebrating difference.	Jigsaw-Celebrating difference.	Jigsaw-Celebrating difference.	Jigsaw-Celebrating difference.	Jigsaw-Celebrating difference.	Jigsaw-Celebrating difference.
Art/DT			**DT** LO: To design a waistcoat.	**DT** LO: To mark and cut fabric	**DT** LO: To assemble a waistcoat.	**DT:** LO: To decorate a waistcoat.	

				according to a design.			
Religious Education	**<u>Why do Christians believe that Jesus was the Messiah?</u>** (Incarnation) In this unit, pupils will learn about the concept of 'incarnation' and how it fits within the big story of the Bible. They will study key texts that recount the story of Jesus' birth and the links Christians make to Old Testament prophecies. Pupils will study and discuss selected texts alongside key Christian beliefs, using theological terms. They will consider the idea of Jesus fulfilling the expectations of the Messiah, within Christian tradition, and consider the importance of this for Christians today.						
	Lesson 1: ***What was going on that meant the People of God needed a saviour?***	Residential	Lesson 1: ***What was going on that meant the People of God needed a saviour?***	Lesson 3: Why do Christians believe Jesus fulfils the expectations of the Messiah?	Lesson 1: ***What was going on that meant the People of God needed a saviour?***	Lesson 5: How does Christmas fit in with Christian beliefs about Jesus?	Lesson 1: ***What was going on that meant the People of God needed a saviour?***
MFL	**<u>Language Angels:</u>** *A L'Ecole*	**<u>Language Angels:</u>** *A L'Ecole*	**<u>Language Angels:</u>** *A L'Ecole*	**<u>Language Angels:</u>** *A L'Ecole*	**<u>Language Angels:</u>** *A L'Ecole*	**<u>Language Angels:</u>** *Manger et Bouger*	**<u>Language Angels:</u>** *Manger et Bouger*
Indoor PE	Drumba	Drumba	Drumba	Drumba	Drumba	Drumba	Drumba
Outdoor PE	**Leadership:** Understanding what makes an effective leader	**Leadership:** Communicate as a leader	**Leadership:** Introducing the STEP principle: Space	**Leadership:** Introducing the STEP principle: Focusing on the task	**Leadership:** Introducing the STEP principle: Organising 'people'	**Leadership:** Using equipment to organise a task	**Leadership:**
Computing	**<u>VR Worlds</u>** Welcome to an exciting journey into the world of virtual reality (VR) and interactive storytelling! In this series of lessons, you'll become a digital explorer, learning how to craft your own immersive VR tour using the CoSpaces website/app. Get ready to unleash your creativity, develop essential digital skills, and take your storytelling to a new dimension.						

	LC 1 : ***My Online Life*** ***How can I be a good digital citizen?***	LC 2: What is VR?	LC 1: My Online Life How can I be a good digital citizen?	LC 4: What are scenes in my VR world?	LC 1: My Online Life How can I be a good digital citizen?	LC 6: How do we view our VR worlds?	LC 1: My Online Life How can I be a good digital citizen?
Reading for Pleasure Book	Skellig by David Almond	Skellig by David Almond	Skellig by David Almond	Skellig by David Almond	Skellig by David Almond	Skellig by David Almond	Skellig by David Almond