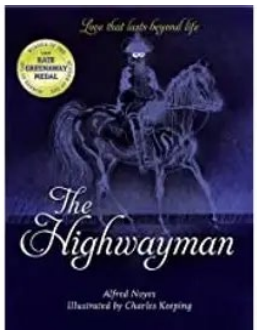
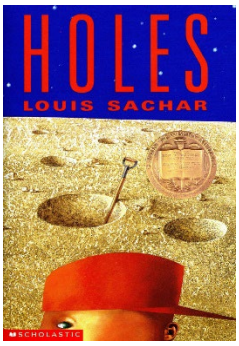
Alexandra Park Junior School

Medium Term Planning Autumn 2

Year 6

Topic:	Crime and Punishment
Main Subject	History
Linked Subjects	Science (electricity), DT (electrical systems), English, Reading
NC objective	An aspect or theme that takes pupils beyond 1066. ▪ Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
Main subject key knowledge and skills	*I know how crime and punishment has changed over a period of time. *I know about a theme in British History which extends beyond 1066 and explain why this was important in relation to British history. *I know how to place historical events and people from past societies and periods in a chronological framework. *I know about how the Anglo-Saxons attempted to bring about law and order into the country. *I know how the Roman occupation of Britain helped to advance British society. *I can sequence events, artefacts or historical figures on a timeline. *I know that many of the early civilisations gave much to the world. *I can draw an accurate timeline with different historical periods I know how crimes have changed over time. I know which crimes have stayed the same. I know how the judicial system was formed. I know why punishments have changed over time. I can say which system I think is fairer.
Linked subject key knowledge and skills	<u>Science</u> I can show that the brightness of a lamp or the volume of a buzzer depends on the number and voltage of cells used in the circuit. I can 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. I can draw a diagram using recognised symbols to represent a simple circuit. <u>DT</u> I can evaluate the design of products so as to suggest improvements to the user experience? I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit). I can use prototypes, and computer aided designs to represent designs. I can cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).

	I can use a range of practical skills to create products? I can write code to control and monitor models or products? I can create circuits using electronics kits that employ a number of components? I can ensure products have a high quality finish, using art skills where appropriate? I can evaluate the design of products so as to suggest improvements to the user experience?		
Discrete Subjects	PE – Dance, Ultimate Frisbee, Swimming (Class 11) French – Planets PSHE - Relationships		
Main Text			
Main Writing Genre	Diary entry	Mystery Story	Persuasion –
Enrichment	Visit from National Justice Museum Dragon's Den Pantomime		
Weekly overview	Week 1 English- Diary entry Reading- The Highwayman Maths – Fractions History – Crime and Punishment		
	Week 2 English- Diary entry Reading- Holes Maths - Fractions History- Crime and punishment		
	Week 3 English- Mystery story Reading- Holes Maths - Fractions Science - Electricity		
	Week 4 English- Mystery story Reading- Holes Maths - Fractions Science - Electricity		
	Week 5 English- Mystery story Reading- Holes Maths – Converting units DT- Design and make an illuminating Christmas decoration.		

	Week 6 English- Persuasive advert Reading- Holes Maths – Ratio Science - Electricity Assessment week. Week 7 English- Persuasive advert Reading- Holes Maths – Ratio PSHE - Relationships
Reflection of Learning	Presentation to Dragon's Den
Sticky Knowledge	The Anglo Saxons didn't have prisons. People found guilty of crimes were either executed or punished with fines. *In history, not all punishments were equal, the rich and poor had different punishments. *Henry II (1154-1189), who established a jury of 12 local knights. At this time there were just 18 judges in the country compared to more than 40,000 today. *The Pendle witch trials took place in 1612. *The last hanging in Britain was on 1964
British values/citizenship	Rule of law-Discuss impact of Romans, Victorians and Tudors on British law Individual liberty, mutual respect and tolerance in PSHE.
Maths links	Coding in DT
Computing Links	Programming crumble kits in DT
Outdoor learning	
Home learning	Online revision and SATs practice.