

## Y6 A Moment In Time Learning Sequence

**Synopsis:** As this is the last theme in Y6 and marks the end of the children's primary school experience, this unit focuses on this 'moment in time'. Children reflect on their experiences so far, understanding that, one day, this moment will become history. They consider what they would want future generations to know and understand about life in this time, making connections to their local community and making links to national and international history. This will allow time to reflect on relevant current affairs (politics, conflict, migration, healthcare) and children's life experiences, culminating in the making of a time capsule to be buried in the school grounds.

In **Science**, children study the circulatory system, diet and exercise.

In **History**, children connect local, national and international history, understanding their place in it.

In **Art**, children create a sculpture that captures this 'moment in time'.

In **D&T**, children research, design and make a dish that reflects themselves and their community.

In **Computing**, children use digital literacy skills to create own blog/podcast.

**Curriculum areas:** English, Science, History, Art, D&T and Computing

**Length of theme:** 6 weeks

### English

*Write a newspaper article that reflects a current issue/topic.*

#### English Objectives

##### Comprehension

- Identify and discuss themes and conventions in and across a wide range of writing with identification of viewpoint developed through close reference to the text
- Ask relevant and pertinent questions to improve understanding of text
- Distinguish between fact and opinion

##### Grammar & Punctuation

- Use a wider range of cohesive devices
- Use active/passive voice for effect
- Use perfect tense to indicate time/cause

#### English Learning Sequence

- Share news reports, newspaper articles and news websites and introduce the term 'current affairs'. What topics are important in the world right now? How are we/the wider world affected?
- Open this up as a class discussion to glean children's experiences and thoughts. *Note: some current affairs can be worrisome for children and led to anxiety so this must be handled sensitively*
- Discuss content, language, tone and structure of a range of newspaper reports from different newspapers. Is there just one report or are there several on the same topic – if so, what is the aim of the different reports/articles?

### Text Structure & Features

- Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure

### Plan, Draft, Edit & Evaluate

- Use dictionaries to check the spelling and meaning of words
- Identify audience and purpose when writing
- Note and develop initial ideas drawing on reading
- Select appropriate grammar and punctuation and understand how these can change/enhance meaning
- Assess effectiveness of own and others' writing
- Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (formal/informal)

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

- Encourage children to ask questions to clarify their understanding of what they are reading
- Examine range of headlines, encouraging children to dig deeper and 'look behind' the headlines - are they biased? Why is news reported in this way? Discuss perspective and agenda eg is the government trying to relay a specific message?
- Compare headlines and reports on the same topic – what are the similarities and differences in content, tone and opinion?
- Identify statements which are factual and statements which are expressing an opinion. Compare findings with peers who have looked at different articles – is the balance the same? If not, why not? Is it because it is a different type of report eg an editorial?
- Focus on language used in the reports – does this vary between papers eg are some articles aiming to be more sensationalist.
- Discuss why reporters have chosen particular words eg *a 65-year-old grandad*, rather than *a 65-year-old man*?
- Magpie key words and phrases
- Research a key event relevant topic eg Brexit, Covid-19 and discuss how this will eventually be written into history
- Explain that we are going to write our own newspaper report to put in a time capsule for future generations (ie it will become an historical source)
- Grammar sessions: perfect tense to reflect time eg Bob **had just set up** his new business when Covid-19 hit. "I **have lost** everything," he reported.
- Grammar sessions: active and passive for effect eg The vaccine roll-out **was planned** for March. Flights **were halted** during lockdown.
- Plan their newspaper report, recapping structural features and layout. Include direct and indirect quotes to reflect first-person experiences
- Interview other children/adults to collate first-person accounts for report

- Ensure they are using appropriate language for the genre/level of formality
- Edit and redraft report to produce final version

## Science

*Study circulatory system, diet and exercise.*

### Science Objectives

- Independently decide which observations to make
- Plan different types of scientific enquiry in order to answer questions
- Use science experiences to explore ideas and raise different types of question
- Decide how to record data/results of increasing complexity using diagrams, classification keys, tables, scatter graphs, bar and line graphs
- Record and present findings in enquiries examining causal relationships and reliability of results
- Recognise and control variables where necessary
- Explain which variables need to be controlled and why
- Take measurements using a range of scientific equipment with accuracy and precision, taking repeat readings where appropriate
- Use test results to make predictions, set up further tests (comparative/fair) and explain reasoning
- Interpret scientific evidence that has been used to support/refute arguments

### Scientific Knowledge

- Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe the ways in which nutrients and water are transported within animals including humans

### Science Learning Sequence

- Children discuss their own experiences of keeping fit and healthy.
- Discuss how they feel when they do strenuous exercise – what are the physical and mental effects on the body?
- Examine structure of the heart, labelling its parts and researching the function of each part
- ‘Zoom out’ to examine the circulatory system, investigating how it works and what its role is
- Focusing on what happens to the heart, children suggest a test to monitor what happens to heart rate before, during and after exercise
- Decide on the best type of scientific enquiry and which questions to ask
- Children decide what data to gather and how to do this accurately
- Carry out test using equipment accurately
- Discuss, record and present findings using graphs
- Suggest reasons for changes in heart rate and compare results for different people
- Encourage children to suggest ways to keep heart healthy, sensitively exploring issues around drugs, diet, exercise and lifestyle
- Children could create a Healthy Heart leaflet for other children, explaining the risks around smoking, poor diet etc (see British Heart Foundation for further information)

## History

*Connect local, national and international history.*

### History Objectives

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Develop perspective and judgement by weighing evidence and sifting arguments
- Explain why contrasting arguments and interpretations of the past exist
- Address and devise a wide range of historically-valid questions about change, cause, impact and significance
- Establish clear narratives from within and across periods by using secure chronological understanding
- Analyse trends, looking at continuity/change and similarity/difference/significance and use them to make connections and draw contrast
- Examine different aspects of history in different contexts
- Gain historical perspective by making connections between local, national and international history
- Examine in depth an aspect of local history from a period beyond 1066
- Develop and apply a range of historical vocabulary

### History Learning Sequence

- Recap how we find out about history: asking historically-valid questions and using a range of sources to elicit answers
- Imagine you could fast-forward into the future and look back at this 'moment in time' – what would that look like?
- Discuss current key events, people and issues that affect the children locally. Make connections to national and international issues
- Mind-map ideas for how we could capture this 'moment' in history for future generations eg collating newspaper reports, articles, artefacts, making podcasts, writing blogs
- Explain that children are going to make a time-capsule for this moment that will be buried in the school grounds.
- Children work collaboratively to decide what should go in the capsule and explain their reasons
- Select and organise relevant information, understanding why there are often different or opposing views of the same thing
- Once complete, 'zoom in' on a key issue that can be broadened out to connect local, national and international current affairs eg conflict, migration
- Children research their chosen area/theme, applying their understanding of chronology
- Look for pivotal 'moments' over history in relation to their chosen theme eg conflict (WW1/WW2)
- Carry out research, weighing and sifting arguments, identifying propaganda/bias and understanding why different representations of the past exist
- Communicate their findings in imaginative and creative ways, using the correct historical vocabulary

## Art

*Create a sculpture that captures this 'moment in time'.*

<b>Art Objectives</b> <ul style="list-style-type: none"> <li>• Capture artistic processes in sketchbooks</li> <li>• Use wide range of artistic vocabulary to evaluate own work and communicate own ideas/comment on artworks</li> <li>• Master art/design techniques with a wide range of materials</li> <li>• Over the course of history, understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation</li> <li>• Communicate ideas and comment on artworks using artistic language</li> </ul>	<b>Art Learning Sequence</b> <ul style="list-style-type: none"> <li>• Research and source images of famous sculptures/statues/memorials in UK and abroad and discuss. What do they represent? Which are most moving? What do the statues and sculptures represent?</li> <li>• Evaluate and critique using artistic language</li> <li>• Drawing on work in history, discuss what an appropriate sculpture would be to reflect 'this moment in time' eg one that represents the NHS during the pandemic</li> <li>• Discuss what kind of message they would want to convey in their own memorial/sculpture – how could this be achieved?</li> <li>• Children decide which media they would want to use for their memorial</li> <li>• Create sculpture, refining and mastering techniques</li> </ul>
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## D&T

*Research, design and create a dish that reflects themselves and their community.*

<b>D&amp;T Objectives</b> <ul style="list-style-type: none"> <li>• Know where and how a variety of food is grown, reared, caught and processed and its impact on meal design</li> <li>• Develop crucial life skill of feeding themselves and others affordably and well</li> </ul>	<b>D&amp;T Learning Sequence</b> <ul style="list-style-type: none"> <li>• Sort of a variety of foods based on whether they are grown, reared, caught or processed</li> <li>• Consider their typical diet and the kinds of dishes eaten within their family and community. Share with rest of class</li> <li>• If possible, take children on a walk to local high street to see how local cafes/restaurants reflect the community</li> <li>• Drawing on own experiences, children design a dish to make, considering the ingredients, cost, equipment etc.</li> <li>• Set a budget for the children to use</li> <li>• Work in groups to source ingredients and make their dish, which can then be evaluated by other children in the class (**dependent on allergies**)</li> </ul>
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## Computing

*Use digital literacy skills to create vlog / blog / podcast.*

**Computing Objectives**

- Express own ideas by selecting, using and combining a variety of software on a range of digital devices and create programs

**Computing Learning Sequence**

- Share examples of blogs, vlogs and podcasts (eg Desert Island Discs)
- Review and analyse the features of blogs and podcasts, also taking note of their similarities and differences (eg information in a blog is received via reading, the information in a podcast is received via listening)
- Linking to history, design and create own blog, vlog or podcast (A Moment In Time) to reflect an aspect of life in this time, making clear connections to the intended audience when creating digital content