

Medium-Term Planning Format		
Cohort	Year 6	
Enquiry Question (QUESTIONING)	Why should I be proud to come from Oldham?	
Enquiry Driver	History	
Enquiry Enhancer	Art	
Main Enquiry Theme	Local history study	
National Curriculum Objective	<p><u>History</u></p> <p>Pupils should:</p> <ul style="list-style-type: none"> • Study how aspects of national history are reflected in the locality. • Study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p><u>Art</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • About great artists, architects and designers in history. 	
Key Knowledge and Skills (driver)	<ul style="list-style-type: none"> • Can I explain the impact the Industrial Revolution had on Oldham? • Can I explain the issues associated with this period? • Can I explain how the lives of wealthy people were different from the lives of poorer people during this time? • Can I use a wide range of sources of evidence to deduce information about the Industrial Revolution? • Can I explain the impact that local people from Oldham have had on Britain? (Helen Bradley and Annie Kenny) • Can I describe the main changes in a period of history (using terms such as: social, religious, political, technology and cultural)? 	
Key Knowledge and Skills (enhancer)	<p><u>KS2 - Learn about great artists, architects and designers in history:</u></p> <ul style="list-style-type: none"> • Can I recognise when art is from different historical periods? • Can I understand what a specific artist is trying to achieve in any given situation? • Can I explain some of the features of art from historical periods? • Can I sketch lightly before painting to combine line and colour? • Can I use brush techniques and the qualities of paint to create texture? • Can I combine colours, tones and tints to enhance the mood of a piece of art? <p><i>Children will sketch and paint landscapes on canvas using oil paints, in the style of LS Lowry or Helen Bradley.</i></p>	

- Annie Kenney was an English working-class suffragette, who was born in Springhead and worked in Oldham's cotton mills.
- Child labour Laws (Factory Acts) were passed in the UK in the 19th century.
- The first chips were fried in Oldham around 1860 – a plaque at Levers chippy commemorates this.

Knowledge Mat

The image shows a 'Year 6 Knowledge Organiser (Spring 1): Why should I be proud to come from Oldham?'. It features a grid of subject-specific vocabulary, a central image of Oldham's industrial landscape, and a list of learning challenges. The vocabulary includes terms like Annie Kenney, boomtown, Cotton Gin, Factory, Ridge Duality, Industrial Revolution, Joseph Rowntree, Laurence Stephen Lowry, Mill, First Brothers, Spinning Jenny, and Luffington. The learning challenges are listed on the right side of the grid.

Other curriculum areas which are to be taught discretely:

Religious Education

- How does faith enable resilience?**
- Can I describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life?
 - Can I identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences?
 - Can I make clear connections between what people believe about God and how they respond to challenges in life? (e.g. suffering, bereavement).
 - Can I give examples of ways in which beliefs about resurrection/judgement/ heaven/karma/ reincarnation make a difference to how people live?
 - Can I interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these?
 - Can I offer a reasoned response to the unit question, with evidence and example, expressing insights of my own?

PSHCE

- Understanding others and Looking after me**
- Should I give in to peer pressure?
 - Should I send/post something I'm not comfortable with?
 - What if I get dared?
- (see Talking Points curriculum for the full programme breakdown)*

Music

See the Charanga programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.

Unit 3- Make you feel my love

Physical Education

- Invasion Games**
- Emphasis on sending and receiving using a piece of equipment. E.g. hockey and lacrosse.*
- Can I use a variety of techniques for passing and shooting in a small sided game and can pass and shoot with accuracy and some success?
 - Can I demonstrate techniques usually applied with coordination and some control to gain an advance over an opponent?
 - Can I be tactically aware and respond to situations with a degree of variety?

	<ul style="list-style-type: none"> • Can I see the difference between my own performance and that of others and describe the similarities and differences? • Can I work cooperatively as part of a team and understand why it is important to respect team mates and opponents? • Can I explain and describe the key elements of team work? 		
Computing	<p><i>See DB Primary Programming for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Y6 Unit 33- information technology, programming and digital literacy</p>		
MFL	<p><i>See the Primary Languages Network programme for an in-depth overview of the National Curriculum links, key outcomes, learning challenges and skills.</i></p> <p>Unit 3- Playing and enjoying sport</p>		
Science	<p><u>Living things and their habitats</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</i> • <i>Give reasons for classifying plants and animals based on specific characteristics</i> <ul style="list-style-type: none"> • Can I explain the classification of living things into broad groups based on common observable characteristics? (five kingdoms of all living things, vertebrates, mammals, marsupials). • Can I subdivide their original groupings and explain their divisions? • Can I group animals into vertebrates, and invertebrates? 		
Additional Links	British Values	Outdoor Learning	Community
		Visit Alexandra Park to carry out local fieldwork studies.	Invite elderly members of the community into school to talk about their lives growing up in Oldham.
	Citizenship (Beever Pledge)	Global Neighbours	Home Learning
	Children will venture outdoors to explore the local area.		Children will carry out project work linked to our town and its industrial history.