Enquiry Organiser UKS2
Autumn 1 B Year 6

Art and design - Drawing

Knowledge
I know...

- Jean Michel Basquiat was 17 years old when he became interested in street Art
- Jean Michel and his friend Al Diaz were known as SAMO ('same-oh')
- Jean Michel was interested in Art from an early age and created his own book with a school friend.
- In the 1980s, Jean Michel began creating canvases which were so popular they were bought by famous celebrities.
- Jean Michel became very successful and earnt over 1 million dollars a year
- Jean Michel was involved in an exhibition supporting an anti-apartheid charity
- Jean Michel died at the age of 27 after struggling with his mental health
- Tone refers to how light or dark something is
- Tone can be used for a range of effects
- Depth in art refers to making objects appear closer or farther away and making a two-dimensional image seem three-dimensional.
- 3D objects appear to have volume and therefore indicate depth.
- Drawing objects in different sizes can help smaller objects seem farther away.
- Size can be used to create a sense of space.
- Overlapping is a powerful method to add depth.
- Keep your pencils sharp and hold them at a shallow angle to the page to avoid 'scribble lines' appearing.
- Layer your colours gradually as applying too much pressure too quickly can make your gradients look scribbly and not smooth enough.

Skills
I can..

- begin to use tonal contrast to show depth or different elevations.

develop one key element within a piece of work: line, tone, pattern, texture etc..

colour mix and match using colour pencils and be using a wide tonal range.

- develop my own style of drawing.
- use appropriate language for skills and techniques and use within their work.

use colour pencil in a subtle and controlled way.

- apply my knowledge and experience from previous years to produce work mixed media and my own individual style.

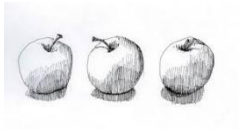
Links back to
I remember...[LKS2]

- Pop art is art made about *popular* things and people, such as singers and actors.
- Pop art is an art movement that emerged in the 1950's and flourished in the 1960s in America and Britain.
- Andy Warhol was a pop artist who was a leader in the Pop art movement. He died in 1987.
- He often used very bright colours, bold and repeated images to make patterns in his work.
- He used a method called *screen printing* to make many of his artworks.
- In 1985 he created a piece of art called "Reigning Queens".
- "Reigning Queens" was a series of pieces including four different queens: Queen Elizabeth II, Queen Beatrix of the Netherlands, Queen Ntfombi Twala of Swaziland and Queen Margrethe II of Denmark.
- The difference between actual texture [that you can feel] and visual texture [that you can see].
- Coloured pencils can be mixed by blending or layering colours on top of each other to create new colours.

Vocabulary:

Blending: mixing two colours so the join is gradual.
Hatching: lines crossed parallel to show tone or shadow
Shading: making a colour darker by adding black
Drawing: a picture made with a pencil, pen, or crayon rather than paint
Infill: fill a space
Layering: creating new colours by colouring one on top of another.
Line: a narrow continuous mark; the edge or contour of a shape.
Outline: a line by which an object or figure is or appears to be bordered.
Pattern: a decorative design, repeated or related parts.
Scale: relative or equal size.
Tone: the variations of a colour (lighter and darker).
Screen printing: a process where ink is forced through a mesh screen onto a surface.
Pop art: art made about *popular* things and people, such as singers and actors

Images:



Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)

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History – World War I [The Thinking Soldier]

Knowledge I know...

- Local communities often celebrate the bravery of certain individuals who fought in the Great War.
- There are many memorial sites around Britain where those who lost their lives in WWI are remembered.
- These memorials take many forms
- The Thinking Soldier in Huntingdon was sculpted by Kathleen Scott
- It was unveiled on 11/11/23
- Names of individual soldiers are inscribed at the base of the memorial
- Names of WW2 soldiers were added in 1946
- WW1 gravestones of WW1 (and WW2) soldiers can be found at Priory Road Cemetery. I know some of the names and details.
- Soldiers received medals for their bravery such as the Victoria Cross
- I know Propoganda (posters) was used to recruit soldiers in WW1.
- Men who did not sign up were made to feel like cowards
- Some men joined up to Pals Batallions.
- Soldiers received medals for their bravery such as the Victoria Cross
- Noel Chavasse received the Victoria cross twice and was commemorated on a special £5 coin.
- Medals had unofficial names were referred to as Pip, Squeak and Wilfred
- While men were sent to the front, the war also had an impact on those who stayed behind.
- The First World War was the first total war: the activities of both soldiers and civilians contributed to it.
- There were shortages of food, more so in the cities, where it was harder for people to grow their own food.
- Women had to work in the fields and the factories to replace the men who had left for the front
- This led to a big change in the way that women were treated and helped some women win the vote in 1918
- how women's roles evolved during WWI; focusing on their contribution to war efforts and changes in societal roles post-war.
- how this led to changing views on gender roles and suffrage movements.
- that rationing significantly impacted life during WWI, affecting food availability and family dynamics.
- that rationing was a strategy to support the war effort.

Skills I can...

- Understand how history is constructed and evaluate local history's significance.
- Explain reasons why particular aspects of a historical event, development, society or person were of particular significance
- To begin to comment independently on the different types of causes and effects for most of the events covered, including longer-and shorter-term aspects
- To use a broad range of historical terms and dates accurately in relation to the periods studied.
- To provide overviews of the most significant features of different themes, individuals, societies and events covered.
- To begin to independently explain the sequence of key events, objects, themes, societies, and people in topics covered using dates, period labels and historical terms accurately (e.g. ancient, modern, BC, AD, century and decade)

Links back to I remember...[LKS2]

- Discussing and describing significant historical events, people and places in their own locality:
  - Oliver Cromwell's life, his duties, his beliefs

Vocabulary:

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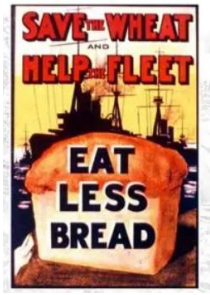

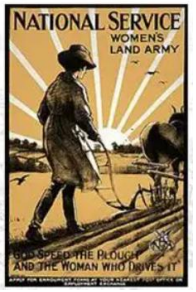

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)

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Geography – Spatial Sense within locality: Huntingdon, Cambridgeshire and Yorkshire

Knowledge I know...

- Facts that build upon and extend my knowledge of Cambridgeshire and other counties within the UK and confidently describe the difference between them, recognising changes over time.
- Facts that build upon and extend my knowledge of Huntingdon, Cambridge and Peterborough being able to explain differences between them.
- How countries and geographical regions like East Anglia, Wales and Scotland are interconnected and interdependent.
- To understand geographical similarities and differences through a detailed study of human and physical geography of a region of the United Kingdom [East Anglia, York and London] developing mastery of their knowledge of key features.
- How to master using a range of methods including aerial photographs, digital/computer mapping, plans and graphs to locate and describe countries and the features studied.
- Use the eight points of a compass to navigate around a map and use a map of the local area to explore features
- Describe and understand the relevant key aspects of physical geography of the UK including volcanoes, mountains, rivers and earthquakes

Skills I can...

- Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.
- Develop their views to critically evaluate responses to local geographical issues including for or against arguments.
- Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length using appropriate geographical vocabulary.
- Master the use of geographical vocabulary.
- Confidently express their own views about the people, places and environments.

Links back to I remember...[LKS2]

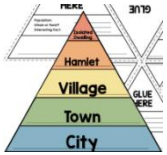
- As well as Huntingdon, Cambridge and Peterborough are in the UK.
- Huntingdon Cambridge and Peterborough are in the County of Cambridgeshire
- Huntingdon, Cambridge and Peterborough is in the region East of England/East Anglia
- What a county is and that Cambridgeshire is a country in England.
- The difference between human and physical geographical features.
- Ordnance Survey maps are detailed maps of the UK.
- Areas within Cambridgeshire that are rural.
- Most of the land in Cambridgeshire is rural.
- Urban areas within Cambridgeshire and that they are towns and cities with a high population.
- Huntingdon, Cambridge and Peterborough are urban areas.
- The eight points of a compass are: North, North East, East, South East, South, South West, West, North West
- Four figure grid references are used to locate places on a map
- Names of landmarks within Cambridgeshire

Names of landmarks within Huntingdon, Peterborough and Cambridge

Vocabulary:

County: areas of land, cities and towns that are used for different purposes
City: a large, densely populated urban area, larger than a town
Town: a built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city.
Population: The number of inhabitants in a particular place
Landmark: an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location
Rural: areas found in the countryside, surrounded by open land.
Urban: areas with towns and cities with a high population
Hamlet: a small settlement, generally one small than a village and strictly one without a church
Human geography: geographical features created by humans and the stud of how humans interact with their environment.
Physical geography: the branch of geography dealing with natural features.

Images:



Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)

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Science - Y5: Animals including humans: How does a foetus grow?

Knowledge I know...

- Differences between some animal gestation periods and draw logical conclusions
- the key stages of human foetal development.
- the key milestones in baby and child development
- about changes in the adolescent human body during puberty.
- that changes during puberty are gender specific.
- Some of the physical and mental changes that happen from adulthood to old age.

Skills I can...

- Represent scientific data in graph forms.
- Look for patterns in animal gestation periods and draw logical conclusions.
- Create a visual comparison of gestation periods (including humans)
- Create a scientific diagram for the key stages of foetal development and an accompanying growth graph
- Interpret and understand growth charts and plot personal data as a line graph.
- Create a Venn diagram that shows changes in boys and girls at puberty.
- Create a human timeline.

Links back to I remember...[LKS2]

- that animals (including humans) can be grouped according to what they eat.
- the 5 food groups and the proportions of each needed to create a healthy, balanced diet.
- the nutritional properties of carbohydrates, fruit and vegetables, proteins and dairy foods as well as importance of limiting fat and sugar intake.
- that not all animals have an internal skeleton and that the presence of this is an important feature in classifying them.
- that a skeleton is needed for support, protection and movement.
- how muscles work in pairs to allow movement and maintain posture.
- that the diaphragm is used in breathing and the lungs transfer oxygen to the blood.
- that muscles need more oxygen to work hard and this affects breathing rate.

Vocabulary:

Reproduction: the process of having babies, producing young, or producing new plants
Life cycle: the series of changes that a living thing goes through from the beginning of its life until death
Gestation: the development of a child or young animal while it is still inside its mother's body
Sperm: a sex cell produced by a man or male animal
Egg: a cell produced by a woman or female animal from which a baby can develop if it combines with a male sex cell
Foetus: a young human being or animal before birth, after the organs have started to develop
Causal relationship: a connection between two things where one directly influences or produces the other
Adolescence: the period of time in a person's life when they are developing into an adult
Puberty: the stage in people's lives when they develop from a child into an adult because of changes in their body that make them able to have children

Images:

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Computing [Y6] Understanding Technology/ Communication and Collaboration

Knowledge I know...

- that internet devices have addresses
- how computers use addresses to access websites
- the main parts of a data packet
- that data is transferred over networks in packets
- that all data transferred over the internet is in packets
- that the internet allows different media to be shared
- there are different ways of working together online-public or private
- there are a variety of ways to communicate over the internet
- I can compare different methods of communicating on the internet
- I can decide when I should and should not share information online
- I can explain that communication on the internet may not be private
- I can explain how to report inappropriate content online

Skills I can...

- simulate a process similar to and explain how data packets are sent over a network
- access shared files stored online
- send information over the internet in different ways
- explain how the internet enables effective collaboration
- choose methods of communication to suit particular purposes
- name three most important things that I should consider when choosing how to communicate with someone using the internet.

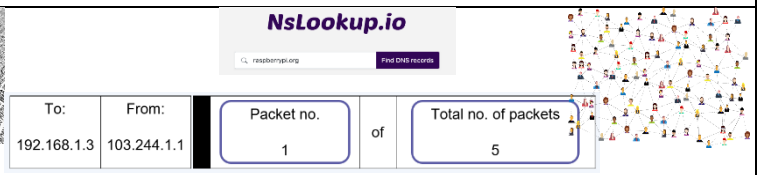
Links back to I remember...[LKS2]

- the internet as a network of networks
- how information is shared across the internet
- why a network needs protecting
- how networked devices connect
- that the internet is used to provide many services
- that the World Wide Web contains websites and web pages
- the types of media that can be shared on the WWW
- where websites are stored when uploaded to the WWW
- how to access websites on the WWW
- what media can be found on websites
- that I can add content to the WWW
- that internet services can be used to create content online
- that websites and their content are created by people
- that there are rules to protect content
- that not everything on the World Wide Web is true
- that some information I find online may not be honest, accurate, or legal
- why I need to think carefully before I share or reshare content

Vocabulary:

Data: information in an electronic form that can be stored and used by a computer
Internet Protocol (IP) address: *Internet Protocol Address:* a number that is given to each computer when it is connected to the internet
Data packet: a small amount of data sent over a network, such as the Internet.
Domain name: part of an email or website address on the internet that shows the name of the organisation that the address belongs to.
Data payload: the part of a data packet containing the transmitted data.
Chat: to take part in discussion that involves sending messages over the internet by smartphone etc.
Slide deck: a group of slides that together form a complete presentation.
Collaboration: Collaboration means working together as a team to create something.

Images:



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