

## Knowledge Outcomes

Historically the four types of execution in the UK were: hanging, beheading, hung, drawn and quartered and burnt at the stake.

The police force was first introduced by Robert Peel in 1829.

The last execution in the UK was in August 1964.

Modern day sanctions for crimes include: caution, fine, tagging, community service, custodial sentence and rehabilitation.

**Challenge: The judicial system in the UK consists of a judge and jury who are made up of civilians.**

## Personal, Social and Emotional Development

### PSHE: Relationships

#### ***How do we recognise and manage pressure within a relationship?***

Understand that people have different kinds of relationships in their lives, including romantic or intimate relationships

Know that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another

Know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership

Understand that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime

### R.E.: Faith and the Arts

Learn that art forms can be used to express deep feelings and emotions

Understand that people can express their religious faith through the arts - some religious ideas/beliefs are easier to express through the arts

Understand not all religions express themselves through arts in the same way

## Understanding of the World

### History: Historical theme: Crime and Punishment

Explore a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

### Science: Animals including humans

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.

### Computing: E-Safety

Use digital tools to communicate and collaborate effectively online

Identify some of the risks associated with work and leisure in a digital society and act to minimise them

Find information online and check it for accuracy

Understand the importance of screen locks that protect devices

Know how to create passwords that might be difficult to guess

Make decisions about information sharing on sites and services used

Identify situations of harassment or bullying online

Identify situations when it is better to communicate face-to-face

Know that there are tools available to report online abuse

## Strength Lies in Difference

Children to understand the impact of black and Asian leaders during a time of racial tension

Children to understand the significance of the first Asian MP or the first Muslim MP and why it is important to both acknowledge and celebrate their achievements

Children to understand that there are prejudicial views towards leaders

## AUTUMN TERM 1

### Objectives

### ***Guilty or not guilty?***

### Year 6

## Physical Development

### Health Related Education

Uses knowledge of the relationship between the body and exercise to improve various fitness components

Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run

Develop children's ability to utilise their knowledge and understanding of the body to improve their peer's fitness

### Netball

Develop ability to throw and catch effectively

Display an understanding of fair play, working well with others and leading a medium sized group

## Expressive Art and Design

### Art: Drawing

Use a variety of techniques to create form and texture i.e. shading and perspective.

### Music:

Listen with attention to detail and recall sounds with increasing aural memory.

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

## Languages

### Everyday Life

Recall language to be able to introduce myself in full sentences.

Recall language to be able to explain my simple opinions about schools subjects.

Understand and say several o'clock times.

Say and write a sequence of daily routine phrases.

## English / Mathematics

*Please see termly objectives on the Success and Challenge cards*