

Title: Wondrous Wolverhampton		Term: Autumn	Year Group: 6
British Values/Rights:			
Visits/Visitors: N/A			
Wow Starter: Giant timeline activity (see session 1)			
<p><b>Art: Portraits</b> <b>Final outcome: A4 portrait drawing</b></p> <p><b>Knowledge:</b> <b>Skills:</b> -</p> <ul style="list-style-type: none"><li>- Demonstrate a wide variety of ways to make different marks with dry &amp; wet media</li><li>- Develop ideas using different or mixed media, using a sketchbook</li><li>- Manipulate &amp; experiment with the elements of art: line, tone, pattern, texture, form, space, colour &amp; shape</li><li>- Investigate art, craft &amp; design in the locality &amp; in a variety of genres, styles &amp; traditions</li><li>- Compare ideas, methods &amp; approaches in their own &amp; others' work &amp; say what they think &amp; feel about them</li><li>- Adapt their work according to their views &amp; describe how they might develop it further</li><li>- Select &amp; record from first hand observation, experience &amp; imagination, &amp; explore ideas for different purposes</li><li>- Question &amp; make thoughtful observations about starting points &amp; select ideas to use in their work</li><li>- Explore the roles &amp; purposes of artists, craftspeople &amp; designers working in different times &amp; cultures</li></ul>	<p><b>DT: 3D structure</b> <b>Final outcome: Theme Park Ride</b> <b>Knowledge:</b> <b>Skills:</b></p> <ul style="list-style-type: none"><li>- Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate.</li><li>- With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes as well as constraints such as time, resources and cost.</li><li>- Confidently select appropriate tools, materials, components and techniques and use them to make their products.</li><li>- Measure, mark out and shape with accuracy.</li><li>- Use tools safely and accurately.</li><li>- Aim to achieve and make a quality product.</li><li>- Understand how mechanical systems such as cams or pulleys or gears create movement.</li><li>- Know how more complex electrical circuits and components can be used to create functional products.</li><li>- Know how to reinforce and strengthen a 3D framework.</li><li>- Evaluate their products identifying strengths and areas for development.</li><li>- Record their evaluations using drawings and labels.</li><li>- Evaluate against their original criteria and suggest ways that their product can be improved.</li></ul>	<p><b>History:</b> <b>Knowledge:</b> Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"><li>- Place current study on time line in relation to other studies</li><li>- Use relevant dates and terms</li><li>- Sequence up to 10 events on a time line</li><li>- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li><li>- Compare beliefs and behaviour with another time studied</li><li>- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li><li>- Know key dates, characters and events of time studied</li><li>- Link sources and work out how conclusions were arrive at.</li><li>- Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</li><li>- Be aware that different evidence will lead to different conclusions</li><li>- Confidently use the library and internet for research</li></ul>	

			<ul style="list-style-type: none"><li>- Recognise primary and secondary sources</li><li>- Use a range of sources to find out about an aspect of time past</li><li>- Suggest omissions and the means of finding out</li><li>- Bring knowledge gathered from several sources together in a fluent account</li><li>- Select and organise information to produce structured work, making appropriate use of dates and terms.</li></ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"><li>- Use 8 compass points confidently and accurately;</li><li>- Use 4 figure co-ordinates confidently to locate features on a map.</li><li>- Begin to draw plans of increasing accuracy.</li><li>- Use scale to measure distance.</li><li>- Use/recognise OS map symbols;</li><li>- Use atlas symbols.</li><li>- Describe features shown on OS map.</li><li>- Locate places on a world map.</li></ul>
<p><b>English links:</b> <b>English book study:</b> N/A</p> <p><b>Cross-curricular writing opportunities:</b> Windrush newspaper report Persuasive writing - link to visit</p> <p><b>Additional texts/reading links:</b> False news - newspaper Queen Victoria visit Compare positives and negatives of industrial revolution</p>	<p><b>Maths links:</b> Co-ordinates mapping activity Ordering numbers - dates</p>	<p><b>E-Safety:</b></p> <ul style="list-style-type: none"><li>- Use search technologies effectively</li><li>- Explain how search engines work and how results are ranked</li><li>- Describe how come online information can be opinion</li><li>- Demonstrate strategies to enable me to analyse and evaluate the validity of 'facts'</li><li>- Demonstrate the use of search tools to find online content.</li></ul>	<p><b>Other curriculum links: music/computing/PSHE:</b> Computing - Data Handling - Theme Park design - see computing planning.</p>

Subject Area	Skill	Knowledge	Activity (including resources if applicable)		Resources
Art	<ul style="list-style-type: none"> <li>- Demonstrate a wide variety of ways to make different marks with dry media</li> <li>- Develop ideas using different media, using a sketchbook</li> <li>- Manipulate &amp; experiment with the elements of art: line, tone, pattern, texture, form, space, colour &amp; shape</li> <li>- Compare ideas, methods &amp; approaches in their own &amp; others' work &amp; say what they think &amp; feel about them</li> </ul>		<p><b>Before session, take photographs of children.</b></p> <p>Look at powerpoint on tone and shade</p> <p>Watch videos that explains how tone and shade are achieved.</p> <p><b>Task:</b></p> <p>Ask children to draw 6 circles in their book.</p> <p>Demonstrate how to get each effect on slides using textures of pencils.</p> <p>Children experiment in sketch books.</p>	<p><b>SEND:</b></p> <p>N/A - by outcome</p>	<p>range of pencils</p> <p>sharpeners</p> <p>rubbers</p>
				<p><b>GDS:</b></p> <p>N/A - by outcome</p>	
Art			<p>Use second PowerPoint and demonstrate drawing different facial features.</p> <p>Discuss the use of tone and shade as used last lesson.</p> <p>Demo use to children.</p> <p><b>Task:</b></p> <p>Children follow given steps to draw a range of facial features.</p> <p>Add shading and tone.</p>	<p><b>SEND:</b></p> <p>N/A - by outcome</p>	<p>range of pencils</p> <p>sharpeners</p> <p>rubbers</p>
				<p><b>GDS:</b></p> <p>N/A - by outcome</p>	
Art	<ul style="list-style-type: none"> <li>- Select &amp; record from first hand observation, experience &amp; imagination, &amp; explore ideas for different purposes</li> <li>- Question &amp; make thoughtful observations about starting points &amp; select ideas to use in their work</li> <li>- Adapt their work according to their views &amp; describe how they might develop it further</li> </ul>		<p>Use PowerPoint from slide 6</p> <p>Discuss how the outline of a face is drawn and how the face is divided.</p> <p>Children glue half of their photograph on paper - draw the outline of the rest of their face.</p> <p>Using a pencil and ruler, <b>lightly</b> mark position of eyes, nose etc using slides as a guide.</p> <p>Revise techniques for drawing facial features - revisit slides.</p> <p>Children use techniques to complete their portrait drawings.</p> <p><b>(1-2 lessons)</b></p>	<p><b>SEND:</b></p> <p>N/A - by outcome</p>	<p>range of pencils</p> <p>sharpeners</p> <p>rubbers</p> <p>photograph of each child - A4</p> <p>Cartridge paper</p>
				<p><b>GDS:</b></p> <p>N/A - by outcome</p>	
History	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts</p>	<p><b>(Complete next 2 sessions in one afternoon)</b></p> <p>Place key events in history, and key points in the history of Wolverhampton, around the playground without dates. Challenge children to complete a timeline ranging from ancient history to modern day. Can children identify chronology of events they have covered across their school years? Reveal and discuss key events and their dates. Pinpoint what period of history Wolverhampton was founded.</p>	<p><b>SEND:</b></p> <p>N/A - MIXED ABILITY STARTER ACTIVITY</p>	<p>key events cards</p>
				<p><b>GDS:</b></p> <p>N/A - MIXED ABILITY STARTER ACTIVITY</p>	

	Know key dates, characters and events of time studied				
Geography	Locate places on a world map.		<p><b><u>To use maps at a range of scales</u></b>  <b><u>Where is Wolverhampton?</u></b>            Use atlases and globes to locate continents and seas. Mark these on a World Map.            Use atlases to list countries within each continent.</p> <p>Look at a map of the British Isles. Label countries and capital cities. Where are we located? Children mark Wolverhampton on their map. Discuss word 'county'. What does this mean? Use atlases, globes, maps and Google Earth to locate the area of Midlands on a map. Describe different regions. Locate Wolverhampton within the Midlands.</p>	<p><b>SEND:</b>            Give Map with coloured continents. Children name the continents.</p> <p><b>GDS:</b>            Name countries within each continent</p>	maps at a range of scales
History	Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line Know key dates, characters and events of time studied Select and organise information to produce structured work, making appropriate use of dates and terms.	Understand historical concepts such as continuity and change, similarity, difference and significance. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history	<p><b>When was Wolverhampton founded?</b>            Children to be given a list of significant dates in Wolverhampton's history, names of periods - Medieval, Anglo-Saxons etc. Use given information to place events on correct place on time-line running from 985 AD to 2015.  <i>What other events can they add from their prior knowledge?</i>  <b>Task:</b>            Fill in missing information on key dates sheet by reading information sheet 'Brief History of Wolverhampton'. Plot within the given timeline sheet.</p>	<p><b>SEND:</b>            Cut and sort key dates onto timeline. Answer questions retrieving information.</p> <p><b>GDS:</b>            To select from prose passage significant events and plot on time line. Children choose how to present their work.</p>	information sheet  timeline sheet  dates to complete (LA sheet)
History	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied	Understand historical concepts such as continuity and change, similarity, difference and significance. Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between	<p><b><u>Identify and describe reasons for and results of historical events, situations and changes.</u></b>  <b>What was Wolverhampton like when it was founded?</b>            Revise work from Year 5 on Anglo-Saxons - what were living conditions like? What was life like in Saxon Britain.            Explain Wolverhampton was founded in 985 - during the Saxon era.            Research origins of the name Wolverhampton and symbols on Coat of Arms and their significance at its origin/over time.</p>	<p><b>SEND:</b>            Given features - match to the symbols using iPads to research.</p> <p><b>GDS:</b>            Written explanation: What does the coat of arms suggest about life in Wolverhampton?</p>	coat of arms images  ipads

		local, regional, national and international history	<b>Mixed ability groupings:</b> Enlarge Coat of Arms - use iPads to research and label features. Feedback in groups then to the rest of the class. Discuss meaning of the Wolverhampton Coat of Arms - annotate diagram in books.		
History	Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Use a range of sources to find out about an aspect of time past	Understand historical concepts such as continuity and change, Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history	<u>To find out what the Industrial Revolution was and how it affected Britain.</u> <b>What was Wolverhampton like during the industrial revolution?</b> <b>Discuss the name 'Black Country' and its origins. Discuss the industry of Wolverhampton being significant in the name.</b> What do you already know about the Industrial Revolution? Children to think, pair, share their ideas. Go through the slides explaining what the Industrial Revolution was, including the development of steel, steam and the number of factories. How do you think the Industrial Revolution affected the lives of people in Britain? Invite children to share their ideas. Explain that the population moved from the countryside to the towns because of the increase in work available in factories and describe how this affected living conditions and the lives of ordinary people in Britain.  <b>Task:</b> Ask children to think about the positive and negative effects of the Industrial Revolution and complete the table on the slides with the children's initial ideas.  Look at Wolverhampton during industrial revolution - what inventions/industries were important for our city? Using site <a href="http://www.wolverhamptonhistory.org.uk/work/industry">http://www.wolverhamptonhistory.org.uk/work/industry</a> children explore different aspects of Wolverhampton's industrial history. <b>Task</b> Children make notes for 3 different industries using given headings/template. Encourage children to highlight significant figures and dates.	<b>SEND:</b> Provide children with a copy of worksheet 2A with statements about the Industrial Revolution. Children to cut out and organise the statements into three piles - positive effects, negative effects or both.	worksheets  slides
				<b>GDS:</b> Provide children with a copy of the Challenge Card and ask them to follow the steps to write an overview of the effects of the Industrial Revolution on Britain. Children will need to write a paragraph for each section.	
History	Know key dates, characters and events of time studied Link sources and work out how conclusions were arrived at.	Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between	<u>To understand how our knowledge of the past is constructed from a range of sources.</u> <u>To know about Queen Victoria's visit to Wolverhampton and the statue of Prince Albert.</u> READING SKILLS LESSON	<b>SEND:</b> N/A Mixed ability activity Teacher support where necessary.	newspaper article  access to web - ipad or laptop
				<b>GDS:</b>	

	<p>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p>	<p>local, regional, national and international history</p>	<p>Discuss Queen Victoria's visit to Wolverhampton age 13. What was her impression of Wolverhampton?</p> <p>Give children a newspaper article about Queen Victoria's visit to Wolverhampton on 1866 - article to include 'fake news'.</p> <p><b>Task:</b></p> <p>Ask children to visit websites or use books to research the visit for themselves. Suggest where information is missing and how we could find out answers.</p> <p>Identify in the article which elements are fake news and which are true facts. Children highlight the text green or red.</p> <p>Websites: <a href="http://www.princealbert150.com/history.html">http://www.princealbert150.com/history.html</a>  <a href="http://www.historywebsite.co.uk/genealogy/Macdonald/page4.htm">http://www.historywebsite.co.uk/genealogy/Macdonald/page4.htm</a>  <a href="http://www.historywebsite.co.uk/articles/Victoria/victoria.htm">http://www.historywebsite.co.uk/articles/Victoria/victoria.htm</a></p> <p>Where children find fake news, they should complete the table identifying the true event.</p> <p><b>Plenary:</b> Discuss GDS challenge question. How had Queen Victoria's view of Wolverhampton changed since her first visit age 13?</p>	<p>Challenge: How had Queen Victoria's view of Wolverhampton changed since her first visit age 13?</p>	<p>table to complete</p>
History	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Use a range of sources to find out about an aspect of time past</p>	<p>Understand historical concepts such as continuity and change, to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history</p>	<p><b>To find out about the reasons for, and effects of migration from Caribbean countries after the Second World War.</b></p> <p><b>EXTENDED WRITING SESSION - NEWSPAPER REPORT</b></p> <p>Show the descriptions of the first Jamaican immigrants aboard the <i>Windrush</i> subsequent to the British Nationality Act, 1948. Discuss reasons for coming to the UK, then show the account of Clinton Edwards, a passenger on the <i>Windrush</i>.</p> <p>What might Clinton Edwards (who had been in England during the war) have told the other passengers about England? What would you tell them? Allow some time for children to discuss their ideas.</p> <p>Use slides to discuss what kit would have been like travelling and then the hostility they faced.</p> <p>Apart from industry, discuss impact of Caribbean people on the UK. What are Wolverhampton doing for the Windrush population? Use <a href="https://www.wolverhampton.gov.uk/news/city-takes-swift-action-support-windrush-generation">https://www.wolverhampton.gov.uk/news/city-takes-swift-action-support-windrush-generation</a> to discuss.</p> <p><b>Activity:</b></p> <p>Children are to write a report 'in role' as a reporter witnessing the arrival of the first Jamaican immigrants aboard the <i>Windrush</i>.</p> <p><b>Include key dates and vocabulary.</b></p>	<p><b>SEND:</b></p> <p>Use source 6A Children are to read the transcript, then write a diary entry from the perspective of Sam King.</p> <p><b>GDS:</b></p> <p>Provide Source 6A and, if possible, provide access to the video 'Our Jamaican Problem'. Having watched, children are to complete the table on Worksheet 6C.</p>	<p>slides</p> <p>newspaper template sheet</p> <p>resource 6A</p>

	Bring knowledge gathered from several sources together in a fluent account Select and organise information to produce structured work, making appropriate use of dates and terms.		<p><b>Use a variety of sources to aid writing:</b></p> <ul style="list-style-type: none"> <li>◦ Lesson slides</li> <li>◦ Video link</li> <li>◦ Interview extract of Sam King - a Jamaican immigrant living in Britain.</li> <li>◦ Information sheets.</li> </ul>		
Geography	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Use/recognise OS map symbols; Use atlas symbols.		<p><b>Use atlases and globes, and maps and plans at a range of scales.</b> Look at maps through the ages - how has the locality changed over time? Use <b>PowerPoint</b> to look at Ordnance Survey map symbols. Share street map of Wolverhampton town centre as it is today, children mark where they think significant buildings are located. Share correct locations. Range of mapping games - co-ordinates etc. Explore maps in range of contexts and levels, Local/Regional/World.</p> <p><b>Task :</b> Complete coordinates activity - map of Wolverhampton City Centre.</p>	<p><b>SEND:</b> Work with more-able partner (pair G&amp;T with SEND)</p> <p><b>GDS:</b> Work with more-able partner (pair G&amp;T with SEND)</p>	MAP question sheet
Geography  ADDITIONAL LESSON	<p><b>Begin to draw plans of increasing accuracy.</b> <b>Use scale to measure distance.</b> Use/recognise OS map symbols; Use atlas symbols.</p>		<p><b>Draw a sketch map of area that covers their daily lives</b> Now ask chn to consider the places that are part of their daily lives - homes, school, shops, park, bus stop, supermarket, village hall, etc. Look at a street map of your home town on the IWB (put postcode of school or home into e.g. <a href="http://www.streetmap.co.uk/">http://www.streetmap.co.uk/</a> or <a href="http://www.multimap.com/maps/">http://www.multimap.com/maps/</a>). Discuss &amp; mark places of importance in the chn's daily lives. They will link their diaries to a sketch map to show where they go in the course of their daily life. Look at an ordnance survey map of the local area, both at 1:50,000 scale and 1:25000 scale. Discuss the different scales showing chn how far a km is on each type of map. Look at an atlas or road map book - would this scale be appropriate for showing the places that are important in their daily lives? Show chn examples of the symbols that are used on OS maps to indicate churches, public telephones, rivers, roads, etc. Explain that the symbols are all explained in the key found at the side of the map. The ordnance survey website has activities for chn to practise identifying the symbols (<a href="http://mapzone.ordnancesurvey.co.uk/mapzone/homeworkhelp.html">http://mapzone.ordnancesurvey.co.uk/mapzone/homeworkhelp.html</a> - click on MapTivity).</p>	<p><b>SEND:</b> Have an outline street map of your town, village prepared ready for chn to mark the relevant places. Draw a key to the symbols used.</p> <p><b>GDS:</b> Can they also give an indication of the approximate scale of their map?</p>	



			<p>Explain that chn are going to mark significant places in their lives on a street map or a sketch map of their area. What symbols will they need? Can they design symbols for things like schools (which are marked as a building on OS maps with Sch abbreviation), supermarkets, markets, recreation ground, football pitch, village hall, etc? Agree a set of symbols that the class will use.</p> <p><b>Task:</b> Chn draw a sketch map of their area marking all the appropriate places in their daily lives. Draw a key to explain the symbols used.</p>		
art	<ul style="list-style-type: none"> <li>- Develop ideas using different media, using a sketchbook</li> <li>- Select &amp; record from first hand observation, experience &amp; imagination, &amp; explore ideas for different purposes</li> <li>- Question &amp; make thoughtful observations about starting points &amp; select ideas to use in their work</li> </ul>		<p><b><u>To explore ideas and collect information to develop work.</u></b> Children use Wolverhampton Coat of arms to design their own coat of arms that represents Wolverhampton as it is today. Think about significant businesses, tourist attractions, buildings etc within our city Children should explain the significance of each image/symbol they have decided to include. e.g. 'I have included ... to represent/because ...'</p> <p>Children must fully colour their sketches and annotate any extra details and media they may wish to include for their design.</p>	N/A - by outcome.	
cross curricular writing	<p>Use a range of sources to find out about an aspect of time past Bring knowledge gathered from several sources together in a fluent account Select and organise information to produce structured work, making appropriate use of dates and terms.</p>	<p>Understand historical concepts such as continuity and change, to make connections, draw contrasts and create their own structured accounts, including written narratives and analyses.</p>	<p><b><u>To plan for persuasive writing</u></b> <b>COMPLETE AFTER BLACK COUNTRY MUSEUM VISIT</b> <b>EXTENDED WRITING SESSION - PERSUASIVE WRITING</b></p> <p>Introduce the writing task - persuasive text/description to add to a tourist brochure to advertise Black Country Living Museum. <u>Discuss:</u> What did they learn on their visit? What does the museum have to offer? <u>Introduce task:</u> write a persuasive text about 2-3 aspects of the museum to encourage people to visit during the holidays. Show 'A Forest' sheet - features of persuasive writing.</p> <p>Children choose a focus to write about (the mine, the school, blacksmith etc) and use this to create their own examples of each feature.</p> <p>Children use planning sheet to complete writing task independently. Focus: subordinate conjunctions, expanded noun phrases, punctuation</p>	<p><b>SEND:</b> Focus spellings and basic punctuation devices - link IEP targets Focus on 1 aspect of the museum..</p> <p><b>GDS:</b> focus: ; : changing verb tense for meaning, varying formalities (quotes from different people)</p>	<p>images to use in writing A Forest sheet</p>



Design Technology	<ul style="list-style-type: none"> <li>- With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes as well as constraints such as time, resources and cost.</li> <li>- Understand how mechanical systems such as cams or pulleys or gears create movement.</li> <li>- Know how more complex electrical circuits and components can be used to create functional products.</li> </ul>	<p><b><u>To look at a range of familiar products that use rotating parts.</u></b>  <b><u>To investigate ways of using electrical motors to create rotating parts.</u></b>  <b><u>Slide 1:</u></b>  How many different fairground rides have you been on? What were they like? How did they move?  Look at the different pictures of fairground rides on the slides. Ask questions for each of the different pictures: How does the ride turn? Can you see the mechanism that turns the ride? How are the components joined together?  Explain that lots of fairground rides and other everyday objects use electric motors to make them work.  <b><u>Slide 2:</u></b>  Show the children the components needed to make an electrical circuit with a motor using the pictures on the slides and real objects if available. How can we use this to make a fairground ride with a rotating part? What would we need to attach to the motor? What different kinds of rotating parts could we have?  Go through the information on the slides showing how pulley and belt systems can be used to transfer movement from one axle to another. How could we use this in a design for a fairground ride?  Tell children that today they will be investigating how to use these systems to create different kinds of fairground rides. What rides do you think might use systems like this? Children to think, pair, share their ideas.</p> <p><b><u>Task:</u></b> Provide children with wires, motors, switches, card, elastic bands, reels, and any other appropriate materials and ask them to create a circuit that would be suitable for making a merry-go-round.</p>	<p><b>SEND:</b> Supported</p> <p><b>GDS:</b> Challenge children to create a circuit that would be suitable for making a <u>variety of fairground rides</u>. Encourage children to think about how they could change the speed of rotation and how the rotation could be controlled.</p>	
Design Technology	<ul style="list-style-type: none"> <li>- Draw up a specification for their design e.g. annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces using ICT where appropriate.</li> <li>- With growing confidence, develop a clear idea of what has to be done, taking into account the availability of resources, materials, equipment and processes as well as constraints such as time, resources and cost.</li> <li>- Aim to achieve and make a quality product.</li> </ul>	<p><b><u>To be able to design a fairground ride with a rotating part.</u></b>  Explain that over the next few lessons they will be designing, making and evaluating their own fairground rides. What kind of ride do you think you would like to make? Which part will rotate? How will you control the movement? How will you make your framework?  Show examples of fairground rides created by children using link <a href="https://www.youtube.com/watch?v=X1Ub5Pw4ZJ0">https://www.youtube.com/watch?v=X1Ub5Pw4ZJ0</a></p> <p><b><u>Task: Working in groups of 4:</u></b>  Children to design their own fairground ride using worksheet. Encourage children to think about how they will make their structure stable and how they will control the speed of the moving part.</p>	<p><b>SEND:</b> N/A Mixed ability groupings</p> <p><b>GDS:</b> N/A Mixed ability groupings</p>	



		<p><b><u>Task:</u></b> Children to complete the evaluation on worksheet.</p> <p><b><u>Challenge:</u></b> When finished, children to go back to their original design and annotate any changes they would make if they were to create their fairground ride again.</p>		
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