



Who was Isambard Kingdom Brunel?

What was the Great Western Railway?

How do Friary Station and Millbay station compare?

How do the Royal Albert Bridge and Bristol's Clifton Suspension Bridge compare?



## Autumn 2- Year 6

*Love Jesus, Love Learning, Love Life*

As **Historians** we will:

**Remember** the dates and key life events of Isambard Kingdom Brunel.

**Explain** the importance of the developing railways to the Industrial Revolution.

**Remember** names of other important inventors in this period.

**Create** timelines and carry out comparisons. Show **integrity** as we investigate the past.



As **God's Family** we will:

**Explain** religious words and phrases used in the Sacrament of Holy Orders

**Enquire** into what a life of commitment, dedication and service might be

**Remember** that Advent is a time of preparation

As **Writers** we will:

**Evaluate** cinquain poetry

**Create** then entertain through Victorian historical narratives

**Inform** the reader through recounts of Isambard Kingdom Brunel



As **Mathematicians** we will:

**Solve** fractions problems including: ordering, equivalence, addition, subtraction as well as multiplying and dividing

**Solve** problems involving the four operations

**Remember** how to use written multiplication and division methods for 4 digits by 2 digits



Remember



Explain



Solve



Enquire



Evaluate



Create

As **Scientists** we will:

**Remember** how to make a circuit.

**Investigate** what affects the brightness of a buzzer and bulb

**Explain** the changes experienced during puberty

**Compare** materials to investigate if they are conductors or insulators



Isambard Kingdom Brunel

Engineer

Transport, Industry

Wagonways

Railways

George Stephenson, The Rocket

Great Western Railway

Royal Albert Bridge

Clifton Suspension Bridge

As **Citizens** we will:

Know the importance of **forgiveness**

Develop **courage** in our relationships

Create opportunities to model **kindness**

Embrace **integrity** in all experiences



As **active** children we will:

**Create** and perform a floor and apparatus sequence of at least eight movements

**Evaluate** symmetrical and asymmetrical shapes

In rugby we will learn how to throw, catch and find space.



As **Musicians** we will:

**Evaluate** by Listening and appraising

**Create** an ensemble that engages and is exciting!

**Perform** using band/orchestral and classroom instruments



**11 before 11 Experience**



Tamar  
Bridge

As **Artists** we will:

Develop and **enquire** about scale and proportion in drawings of railway bridges

**Remember** and **evaluate** when to apply tone, pattern, texture, shading and hatching



Love Jesus, Love Learning, Love Life  
Love God's World



Remember



Explain



Solve



Enquire



Evaluate



Create