


Year 6						
Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Theme	<u>Blue Planet</u>	<u>The Ancient Mayans</u>	<u>Industrial Revolution</u>	<u>We are Scientists!</u>	<u>World War II</u>	
Lead Subject	<u>Geography</u>	<u>History</u>	<u>History</u>	<u>Science</u>	<u>History</u>	<u>Art</u>
Line of Enquiry	<u>Explain the similarities and differences of climates of our world?</u>	<u>Why were the Mayans considered to be such an advanced civilization?</u>	<u>Were the lives of children improved by the Industrial Revolution?</u>	<u>Explain the differences between different variables in a scientific enquiry.</u>	<u>What were the effects of The Blitz?</u>	<u>How can lino printing be used to create bold and effective designs.</u>
<b>Science</b>	<p><b>Evolution and Inheritance</b></p> <p>Build on and explore how fossils and how living things on earth have changed over time. Explore how plants and animals adapt to their environment. Explore that characteristics are passed on from parents to their offspring, including variation that are not identical to their parents. Explore the work of Charles Darwin and Alfred Wallace- evolution. Explore the paleontologist Mary Anning- fossils.</p>	<p><b>Light</b></p> <p>Explore that light travels in straight lines. Explore how objects are seen; from light sources to our eyes, light sources to object and then to our eyes, objects are seen because they give out or reflect light into the eye. Explore shadows- absence of light- could look at shadow puppets. Extra- look at phenomena- rainbows, colours on soap bubbles/objects appearing bent in water.</p>	<p><b>Animals including Humans-</b></p> <p>Explore and identify the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. Explore the components of the heart. Explore the components of blood vessels. Explore the components of blood and blood transportation. Discuss and recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.</p>	<p><b>Scientific Enquiry- AT1 skills</b></p> <p><b><u>Bottle Flip investigation – Forces</u></b></p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> 	<p><b>Living things and their habitats: Classification of animals</b></p> <p>Describe how living things are classified into broad groups. Classify into broad groups according to common observable characteristics. Classify based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Electricity</b></p> <p>Use recognised symbols when representing a simple circuit diagram. Associate the brightness of a lamp or volume of a buzzer with the number of voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>
<b>History</b>		<p>Explore Chronology of the Ancient Mayans. Explore how long this period lasted and what it was parallel to. Explore what Mayans developed and invented- hieroglyphics/ mathematical concepts. Explore their trade- sculptures, buildings and pyramids. Explore their methods for farming. Explore their links to food- chocolate and tortillas.</p>	<p><b>Historical enquiry into how the lives of children were improved by the Industrial Revolution.</b></p> <p>The Industrial Revolution was a period of tremendous change for Britain It began around 1750 until 1900 It was the birth of the modern world, from rural to industrialization Key inventions, such as the steam train, electric bulb and the telephone</p>		<p><b>World at War</b></p> <p><b>Historical enquiry into the effects of the Blitz on England- children, houses and society.</b></p> <p>The war lasted 6 years, from 1939 to 1945 Britain and France declared war on Germany because Adolf Hitler invaded Poland Winston Churchill was the prime minister during this time The Blitz was a bombing campaign undertaken by Nazi</p>	

			Children worked in factories, which resulted in regular injuries and many child deaths Children made up 50% of the workforce in factories as they were cheap labour This caused many laws to be implemented, such as 1880 Education Act Some children worked as newspaper carriers		Germany against Britain from 1940-1941 43,000 civilians were killed during The Blitz and 1.1 million houses or flats were damaged or destroyed During this time, children in main cities and towns were evacuated to urban areas for their protection Many children from cities had never seen farms or eaten vegetables before Throughout Britain, rationing was implemented, such as food rationing in 1940	
<b>Geography</b>	Explore biomes- major habitat. Explore climate zones, Explore the ocean and its layers Explore marine life.			<b>Using maps and atlases to identify countries; grid references and navigation</b>  Explore and use compass points- 8 points of a compass. Explore grid references of a map. Explore and use ordinance survey maps and look at 4 and 6 figure grid references. Ordinance survey maps- symbols.		
<b>Art</b>	<b>Unit: Painting &amp; Sculpture. Study the animal sculpture work of Alberto Giacometti.</b>  Create a sea animal/creature using Modroc. Learn about the process and explore ways of creating a supportive structure before adding Modroc e.g. using wire, newspaper or foil. Paint sculpture.			<b>Skill: Drawing: recap and explore all formal elements of art.</b> Focus on drawing own facial features where possible.  <b>Unit: Mixed media. Investigate self-portraits looking at Andy Warhol and Albrecht Durer as contrasting artists.</b>  Create self-portraits with free choices thinking about the history of the silhouette, profile and expressing personality through art.	<b>Skill: Drawing/sketching to represent form using a variety of media.</b>  Revise drawing 3D shapes from different angles to understand the structure. Use tone by applying shading to these shapes, identifying where light hits and shadow falls/use cross hatching.  Children to apply their knowledge creating form themselves.	<b>Unit: Printing. Investigate printing using Lino and inks to create a wartime postcard or poster print.</b>  Explore propaganda posters and a range of propaganda artists as inspiration.
<b>DT</b>		<b>Construction- Design and make a weight bearing structure.</b>  Explore ways in which pillars and beams are used to span gaps. Explore ways trusses can be used to strengthen bridges. Explore ways that arches are used to strengthen bridges. Understand how suspension bridges are used to span long distances. Develop criteria and design a prototype bridge for a purpose. Analyze and evaluate products according to design criteria.		<b>Visit to BAE CAD</b>		<b>Food- to create a burger. (Could you go to Hickorys?)</b>  Explore different types of burgers and their nutritional facts. Explore how to make different burger patties. Explore sauces and side dishes for burgers. Explore burger buns and their suitability. Plan and design a burger. Create and evaluate a burger.
<b>Computing (Purple Mash)</b>	Spreadsheets ( 6-8 lessons)	Coding (6 lessons)	Blogging (4 lessons) Networks (2 lessons)	3D modelling (Sixth Form) unit 5.6 Link to DT	Quizzing (6 lessons)	Understanding binary (4 lessons)
<b>Online Safety (Project Evolve)</b>	<b>Online Safety- Project Evolve Privacy and Security Copyright and Ownership</b>	<b>Online Safety- Project Evolve Health, Wellbeing and Lifestyle</b>	<b>Online Safety- Project Evolve Online Relationships</b>	<b>Online Safety- Project Evolve Self-Image and Identity</b>	<b>Online Safety- Project Evolve Managing online information</b>	

	<p>Explore that online services have terms and conditions that govern usage. Explore that some online content target people to gain information/money illegally- explore strategies to help identify such content e.g., phishing and scams. Explore ways to increase privacy on apps/using the internet. Explore how to keep software and apps up to date. Explore what to do if a password is shared, lost or stolen. Explore different effective ways to manage passwords.</p> <p>Explore how to make references to and acknowledge sources used from the internet. Explore the use of search tools to find and access online content which can be reused by others.</p>	<p>Explore different strategies to limit the impact of technology on health. Explore features of persuasive design and how they keep users engaged. Explore the pressures that technology can place on people and how to manage this. Explore common systems that regulate age related content and explore their purpose.</p>	<p>Explain how sharing something online may have an impact either positively or negatively. Describe how to be kind and show respect for others online including the importance of respecting boundaries. Describe how things shared privately online can have unintended consequences for others.</p> <p><b>Online Bullying</b> Describe how to capture bullying content as evidence to share with others who can help it. Explain how someone would report online bullying in different context.</p>	<p>Identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups. Describe issue online that could make anyone feel sad, worried, uncomfortable or frightened. Explain the importance of asking until I get the help needed.</p> <p><b>Online Reputation</b> Explain the ways in which anyone can develop a positive online reputation. Explain strategies anyone can use to protect their 'digital personality' and online reputation.</p>	<p>Explain how search engines work and how to use technologies effectively. Describe how some online information can be opinion. Explain how and why people may present opinions as facts. Define the terms- influence, manipulation and persuasion and explain how someone may encounter these online. Understand the concept of persuasive design and how it can be used to influence peoples' choices. Demonstrate how to analyse and evaluate the validity of facts and information. Explain how companies and news providers target people with online new stories they are likely to engage with.</p>	
<b>Music (Charanga)</b>	<b>Charanga: Jazz</b> Classroom Jazz 2		<b>Charanga- Classical</b> Reflect, Rewind and Replay		<b>Charanga- Ballad and Pop</b> Happy	
<b>PSHE (myHappymind)</b>	myHappyminds scheme: myHappymind- Meet your Brain (x3lessons) Happyinds+- Places (4 lessons)	myHappyminds scheme: myHappymind- celebrate (x2 lessons) +Shared Responsibilities (x2 lessons) +Showing, respecting and managing hurtful behaviour (x1 lesson) +Communities (x1 lesson)	myHappyminds scheme: myHappymind-appreciate (x2 lessons) +First Aid (x1 lesson) +Drugs, alcohol and tobacco (x1 lesson)	myHappyminds scheme: +media literacy and digital resilience (2 lesson) myHappyminds- Relate (x2 lessons) +Safe Relationships (x1 lesson)	myHappyminds scheme: myHappymind- Engage (x2 lessons) myHappymind- Be your Best (X3 lessons)	myHappyminds scheme: myHappymind- Transition Programme (5 weeks x2 sessions a week)
<b>Spanish (Language Angels)</b>	<p><b><u>¿Qué tiempo hace? -What's the Weather Like?</u></b></p> <p>Recognise, recall and spell 5 different phrases for describing weather in the foreign language. Recognise, recall and spell a further 5 different phrases for describing weather in the foreign language and will revise key conjunctions. Learn the 4 compass points and will learn how to say the temperature in the foreign language. Lesson 4 In this lesson pupils will learn how to recognise and recall the 7 days of the week and times of day in the foreign language. Lesson 5 In this lesson pupils will present a weather forecast in the foreign</p>		<p><b><u>¿Qué hora es? (What Time Is It?)</u></b></p> <p>Revise numbers 1-12 and learn how to tell the time on the hour in the foreign language.  Consolidate how to tell the time on the hour and will progress to learning how to tell the time more specifically ('quarter past', 'quarter to' and 'half past' etc.) in the foreign language.  Consolidate all knowledge of how to tell the time in the foreign language and will progress to learning how to</p>			

	language using all their knowledge learnt this unit.		express doing an activity at a particular time.			
<b>PE (PE Passport)</b>	Invasion games (netball/basketball) Healthy Heads	Sports Hall Athletics- application of skills from Y3/Y4/Y5 Gymnastics	Team work Dance	Invasion Games Net and Wall games	Striking and Fielding	Striking and Fielding
<b>RE (SACRE )</b>	<b>Hindu Dharma</b>  Is there one journey or many?	<b>Christianity: God</b>  Is life like a journey? What is the destination?	<b>Christianity: Church</b>  How do Christians mark the turning points in their lives?	<b>Christianity: Jesus</b>  Why do Christians believe Good Friday is good? (Holy week/Easter)	<b>Islam</b>  What is Hajj and why is it important to Muslims?	<b>Buddhism</b>  What do we mean by a good life?