

Geography

I'm a Year 6 pupil; can you get me out of here?

Geographical Enquiry: Confidently explain scale and use maps with a range of scales. Choose the best way to collect information needed and decide the most appropriate units of measure. Make careful measurements and use the data. Use OS maps to answer questions. Use maps, aerial photos, plans and web resources to describe what a locality might be like.

Physical Geography: Give extended descriptions of the physical features of different places around the world. Describe how some places are similar and others are different in relation to their human features. Accurately use a 4 figure grid reference. Create sketch maps when carrying out a field study.

Human Geography: give extended description of the human features of different places around the world. Map land use with their own criteria, Describe how some places are similar and others are different in relation to their physical features.

Geographical Knowledge: Recognise key symbols used on ordinance survey maps. Name the largest desert in the world. Identify the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles. Explain how timezones work.

WOW: Take part in an orienteering activity around the school grounds.

- What would a bird's eye view of your school look like?
- Can you put together a map of the immediate area around your school?
- Can you explain why your town exists and what would have brought people to live there in the first place and why do people live there today?
- Can you use an OS map, including compass point directions, to help someone plan a route between two local points?
- If you got lost within 50 miles of your home, how would you go about finding your way home?
- From the photographs you have taken of the immediate area, can you create a painting?
- How would you go about planning a trip to a European city to include cost and time?
- Reflection: As a class could you create an "Urban" or "Rural" School pointing out the features in your locality.

Art

Drawing: Explain why they have combined different tools to create their drawings. Explain why they have chosen specific drawing techniques.

Painting: Explain what their own style is. Use a wide range of techniques in their work. Explain why they have chosen specific painting techniques.

Knowledge: Make a record about the styles and qualities in their work. Say their work is influenced by. Include technical aspects in their work eg architectural design.

Sketchbooks: Create detailed notes and quotes explaining about items. Compare methods to those of others and keep notes in their sketchbooks. Combine graphics and text based research of commercial design, for examples magazines etc, to influence the layout of their sketch books. Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.

Year 6

Autumn 1

Computing

We are APP planners

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

Select, use and combine a variety of software(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Work with ... various forms of input and output.

RE

- Living Rules
- Being Fair and Just

Science

Could Spiderman really exist?

NC: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.

Working Scientifically: Devise classification systems and keys to identify some animals and plants in the immediate environment. Research animals and plants in other habitats and decide where they belong in the classification system.

WOW: Consider the attributes that Spiderman has and give realistic thought to whether these could exist in any creature we know.

- Can you create your own classification systems that will take account of all plants and animals within your school grounds?
- Can you now classify a group of animals and plants you have selected from a chosen environment?
- Can you discover the special attributes that some animals and plants have to help them survive?
- Why might some animals and plants be endangered and can you focus on one that you would like to carry out further research on?
- What are micro-organisms and how would you classify them?
- By observing artists' work can you capture images of a chosen animal?
- Reflection: Take a plant or animal that you know and one that you don't know and create an IT presentation to show which group/s they belong to etc.

Music

Fresh Prince of Bel Air (Hip Hop)

PE

Wall and Net Games

Geography

Why should the rainforest be important to us all?

Geographical Enquiry: Collect information about a place and use it in a report. Find possible answers to their own geographical questions. Make detailed sketches and plans; improving their accuracy later. Plan a journey to a place in another part of the world, taking account of distance and time.

Physical Geography: Explain why many cities of the world are situated by rivers. Explain how a location fits into its wider geographical location; with reference to physical features. Explain why water is a valuable commodity.

Human Geography: Explain why people are attracted to live by rivers. Explain how a location fits into its wider geographical location; with reference to human and economical features. Explain what a place might be like in the future, taking account of issues impacting on human features.

Geographical Knowledge: Name and locate many of the world's major rivers in maps. Name and locate many of the world's most famous mountain regions on maps. Locate and name the main countries in South America on a world map and atlas.

WOW: Show some film clips of the rainforests.

- How can you create your own class rainforest?
- Where rainforests located and what are their main features?
- Why are rainforests often in the news and what can we do to help?
- What can you find out about an endangered animal that lives in the rainforest?
- How important is the Amazon to the South American rainforests?
- Can you create a print using the large leaves of rainforest plants as your inspiration?
- How would you survive in the rainforest?
- Reflection: Present a documentary on a day in the rainforest.

D&T

Textiles: Think what the user would want then choosing textiles.

How have they made their product attractive and strong? Can they make a prototype first? Can they use a range of joining techniques?

Stiff and flexible sheet materials: Are their measurements accurate enough to measure that everything is precise? How have they ensured that their product is strong and fit for purpose?

Mouldable Materials: Are they motivated enough to refine and improve their product. Do they persevere through different stages of the making process?

ART

- Print using a number of colours
- Create accurate print design that meets a given criteria.
- Print onto different materials.
- Create colours needed for printing
- Express emotions accurately through painting and sketches
- Keep notes in sketch books as to how they might develop their work further.
- Use sketch books to compare and discuss ideas with others.

Year 6

Autumn 2

Computing

We are Project Managers

- Solve problems by decomposing them into smaller parts.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Be discerning in evaluating digital content.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

RE

- Creating Unity and harmony
- Cultivating inclusion identity and belonging

Science

What would a journey through your body look like?

NC: 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.

Working scientifically: explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

WOW: Everyone will start by running around the ball court and then observe in detail what happens to their bodies.

- What is a pulse and why do we have one?
- Why can the heart be described as the most important pump we have?
- What happens to the oxygen we breathe?
- Why could we describe blood as the body's river system?
- What have we learnt from pioneers like William Harvey?
- Can you create a picture of your face using collage?
- Can you carry out a survey to show the impact of exercise on the body?
- Reflection: Working as a team, in small groups, can you put together a presentation which shows the relationship between the heart, blood and breathing?

Music

Seasonal Music

PE

Wall and Net Games

History

Were the Vikings always victorious and vicious?

Chronological Understanding: Can they say where a period of history fits on a timeline? Can they place a specific event on a timeline by decade? Can they place features of historical events and people from past societies and periods in a chronological framework? **Challenging:** Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?

Knowledge and Interpretation: Can they summarise the main events from a specific period in history, explaining the order in which key events happened? Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can they describe features of historical events and people from past societies and periods they have studied? Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? **Challenging:** Can they suggest relationships between causes in history? Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?

Historical enquiry: Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? Can they identify and explain their understanding of propaganda? Can they describe a key event from Britain's past using a range of evidence from different sources? **Challenging:** Can they suggest why there may be different interpretations of events? Can they suggest why certain events, people and changes might be seen as more significant than others? Can they pose and answer their own historical questions?

WOW: A film showing life in a Viking village.

- Who were the Anglo-Saxons and did they like the Vikings?
- Which region of Britain would you have come under during the Heptarchy?
- Why did the Vikings come to Britain and how did they make the journey?
- What did the British learn from the Vikings?
- What was life like for a 11year old boy/girl Viking?
- How did the Vikings live when they came to Britain?
- How can you create a Viking long boat from a range of materials?
- What did the Vikings eat and could you recreate a Viking meal?
- Reflection: Children to prepare a Viking day when they show others the crafts and skills that the Vikings had.

Design and Technology

Developing, planning and communicating ideas: Use a range of information to inform their design. Use market research to inform plans. Work with constraints. Follow and refine their plan if necessary. Justify their plan. Consider culture and society in their designs.

Working with equipment, materials and components to make quality products: Use tools and materials precisely. Change the way they are working if needed.

Evaluating processes and products: Test and evaluate their final product. Establish if it is fit for purpose. Improve it. Evaluate the information to improve the product.

Cooking and Nutrition: Explain how products should be stored with reasons. Set out to grow their own products with a view to making a "Salad", taking account of time required to grow different foods.

Stiff and flexible sheet materials: Justify the selection of specific materials. Work within a budget. Ensure that their work is precise and accurate. Hide joints so as to improve the look of their product.

Mouldable materials: Consider the use of the product when selecting materials. Ensure the product meets all design criteria.

Year 6

Spring 1

Computing

We are market researchers.

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

RE

- Remembering roots
- Being Courageous and Confident

Music

"Ee-oh!" The Useful Plough (Britten)

Science

Have we always looked like this?

NC: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may leave to evolution.

Working scientifically: Observe and raise questions about local animals and how they are adapted to their environment; compare how some living things area adapted to survive in extreme conditions, for example cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

WOW: Watch an extract of Planet of the Apes and consider how realistic it could be.

- Could we possibly have evolved from apes, monkeys or other primates?
- What do fossils tell us about "how things have changed"?
- Who was Charles Darwin and why is he still a controversial figure?
- Why do you not usually exactly look like your mum or dad?
- Can you find out how animals who: live in the cold; around the equator; under the ground: and, in trees: are specifically adapted to live and survive there?
- How is the human skeleton suited to our lifestyle?
- Reflection: Carry out individual research about the way humans have adapted over years that requires you to start with a range of questions?

PE

Gymnastics

History

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Year 6

Spring 2

Computing

We are Interface Designers

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Be discerning in evaluating digital content. Recognise acceptable/unacceptable behaviour.

RE

- Being regardful of suffering
- Being merciful and forgiving

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Working scientifically: Observe and raise questions about local animals and how they are adapted to their environment; compare how some living things area adapted to survive in extreme conditions, for example cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

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PE

Striking and Fielding

History

Why was the Islamic Civilization around AD900 known as the “Golden Age”?

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WOW: Get children to try and communicate without using a pen and paper as they would have done pre the Golden Age.

- What did this “Golden Age” give the world?
- Who is the Prophet Muhammad and how as he associated with the Golden Age?
- What can you find out about the “House of Wisdom”?
- What part did the Golden Age have in improving health care?
- What can you discover about eh art and culture of the Golden Age?
- How can you make your own paper?
- Why did the “Golden Age” come to an end?
- Reflection: Create a television documentary to explain to everyone about life in Baghdad in 900AD

ART

Drawing: Explain why they have combined different tools to create their drawings. Explain why they have chosen specific drawing techniques.

Painting: Explain what their own style is. Use a wide range of techniques in their work. Explain why they have chosen specific painting techniques.

Knowledge: Make a record about the styles and qualities in their work. Say their work is influenced by. Include technical aspects in their work eg architectural design.

Sketchbooks: Create detailed notes and quotes explaining about items. Compare methods to those of others and keep notes in their sketchbooks. Combine graphics and text based research of commercial design, for examples magazines etc, to influence the layout of their sketch books. Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books.

Year 6

Summer 1

Computing

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Be discerning in evaluating digital content. Recognise acceptable/unacceptable behaviour

RE

- **Expressing Joy**
- **Appreciating Beauty**

Music

Lean on me (Gospel)

Science

How can you light up your life?

NC: recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Working Scientifically: Decide where to place rear-view mirrors on cars; design and make a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources , objects by using shadow puppets. **WOW:** Spend time in a blacked out room and consider how the eyes adapt any why it is difficult to see anything.

- How do we know that light travels faster than sound?
- How can you set up an experiment to show that light travels in straight lines?
- How do your eyes work?
- How can you use mirrors to see around blind corners?
- Spend a small period of time being blind folded and see how successful you are at doing everyday things you take for granted?
- Can you use water colour painting to create a landscape or still life painting which shows light and shadow?
- Can you create a shadow puppet story and present it to others?
- Reflection: Can you prepare a documentary entitles “Let’s light it up” which shows what you have learnt?

PE

Athletics/Invasion games

History

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WOW: Recreate an auction for children to be sold into slavery.

- How would you have coped with being sold into slavery?
- Why has slavery existed and what do we know about it?
- What is the link between slavery and discrimination?
- Who are the famous people who have fought against discrimination?
- Can Britain be described as a multicultural society?
- How can you capture the emotion associated with slavery in art?
- What rights do children have and does it come with responsibilities?
- Reflection: Can you create a documentary about slavery and its impact on different people’s lives?

ART

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Year 6

Summer 2

Computing

We are marketers

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RE

- Being curious and valuing knowledge
- Being reflective and self critical

Music

Performance

Science

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PE

Swimming/Athletics