

Academic year: 2020 - 2021

Year group: Year 6

Term	Autumn 1 (History)	Autumn 2 (History)	Spring 1 (History)	Spring 2 (Geography)	Summer 1 (Geography)	Summer 2 (Geography)
Y6	Who were the Mayans and what have we learnt from them?	How did the Victorian period help to shape the England we know today?	How could Hitler have convinced a nation like Germany to follow him?		Mount Everest	I'm a year 6 pupil, can you get me out of here?
Objectives	<p>KS2 History. A non-European society that provides contrast with British history - Mayan civilization around 900AD.</p> <p>-Chronologically secure knowledge of world history.</p> <p>-Note connections, contrasts and trends over time.</p> <p>-To understand how our knowledge from the past is constructed from a range of sources.</p> <p>WOW: Children to learn about the traditional game 'pok a tok' and recreate it, using resources available to them.</p> <p>LC1 - Who were the Mayans and where did they live?</p> <p>LC2 - When did the Mayan civilisation exist?</p> <p>LC3 - Who achieved more the Mayans or the Vikings?</p> <p>LC4 - What did Mayan buildings look like?</p> <p>LC5 - What did the Mayans eat and drink?</p> <p>LC6 - What do we know about the beliefs of the Mayan civilisation?</p> <p>LC7 - How do we know about the Mayans?</p>	<p>KS2 History. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (The changing power of monarchs using case studies such as Victoria).</p> <p>-Chronologically secure knowledge of British history.</p> <p>-To understand how our knowledge from the past is constructed from a range of sources.</p> <p>LC1 - Who was Queen Victoria and when did she reign?</p> <p>LC2 - What did the Victorians achieve?</p> <p>LC3 - How are Victorian homes different to the homes we have today?</p> <p>LC4 - What jobs were there in Victorian times?</p> <p>LC5 - How are Victorian schools different to modern schools?</p>	<p>KS2 History. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (A significant turning point in British history).</p> <p>-To understand how our knowledge from the past is constructed from a range of sources.</p> <p>KS2 Geography.</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>WOW: Start with the famous radio broadcast on a Sunday morning that announced to Britain that we were at war with Germany.</p> <p>LC1 - Why did World War II start and what part did Hitler have in it?</p> <p>LC2 - Why did the Jewish nation suffer as a result of Hitler coming to power?</p> <p>LC3 - What can we learn about this period from the Anne Frank diaries?</p> <p>LC4 - What happened in Munich in 1938 and why did Britain feel betrayed by Hitler?</p> <p>LC5 - Why was the Battle of Britain significant in World War 2?</p>		<p>KS2 Geography.</p> <p>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>LC1 - Where is Mount Everest?</p> <p>LC2 - Is Mount Everest a fold mountain?</p> <p>LC3 - Why is Mount Everest so cold?</p> <p>LC4 - Has anyone reached the top of Mount Everest?</p> <p>LC5 - Who is John Hunt?</p> <p>LC6 - How does Mount Everest compare to other mountains?</p>	<p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>

	<p>LC8 - How did the Mayan civilisation come to an end?</p>	<p>LC6 - Did all children go to school in the Victorian times?</p> <p>LC7 - What was a Victorian Christmas like?</p>	<p>LC6 - Who was Winston Churchill and what part did he play in the war?</p>		<p>WOW: Take part in an orienteering activity around the school grounds.</p> <p>LC1 What would a bird's eye view of your school look like?</p> <p>LC2 Can you put together a map of the immediate area around your school?</p> <p>LC3 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?</p> <p>LC4 Can you use an OS map, including compass point directions, to help someone plan a route between two local points?</p> <p>LC5 If you got lost within 50 miles of your home, how would you go about finding your way home?</p> <p>LC6 From the photographs you have taken of the immediate area, can you create a painting?</p> <p>LC7 How would you go about planning a trip to a European city to include cost and time?</p> <p>Ref As a class could you create an 'Urban' or 'Rural' School pointing out the features in your locality.</p>
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Term	Autumn 1 (Computing)	Autumn 2 (Computing)	Spring 1 (Computing)	Spring 2 (Computing)	Summer 1 (Computing)	Summer 2 (Computing)
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Y6	<p>Purple Mash - Coding</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Purple Mash - Online Safety</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Purple Mash - Spreadsheets</p> <p>Co2/1.6 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.</p>	<p>Purple Mash - Blogging</p> <p>Co2/1.4 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</p>	<p>Purple Mash - Text Adventures</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.6 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.</p>	<p>Purple Mash - Networks</p> <p>Co2/1.4 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</p>
Term	Autumn 1 (Art and DT)	Autumn 2 (Art)	Spring 1 (Art)	Spring 2 (Art)	Summer 1 (DT)	Summer 2 (Art and DT)
	<p>Design, make and evaluate a traditional Mayan headdress.</p> <p>DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Harvest Art - Still Life</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Christmas cards</p> <p>William Morris - Repeating patterns</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>Propaganda artwork. Look at the propaganda posters from WW2. Children are to create their own Propaganda poster.</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>War silhouette pictures</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p>Design, make and evaluate a mountain range</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Look at the architectural drawings of the school. Look at architectural drawings of boats (Kensuke Kingdom). Children to make school - as a leaving souvenir - or Kensuke's Boat using lollypop sticks and cocktail sticks.</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Aboriginal Art</p>
	Autumn 1 (science)	Autumn 2 (Science)	Spring 1 (Science)	Spring 2 (Science)	Summer 1 (Science)	Summer 2 (Science)
	Living things and their habitats	Electricity	Evolution	Light	Animals including humans	Animals including humans

	<p>Sc6/2.1a 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</p> <p>Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Sc6/4.2b 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> <p>Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Sc6/4.1a recognise that light appears to travel in straight lines</p> <p>Sc6/4.1b 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</p> <p>Sc6/4.1c 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</p> <p>Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.</p>
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