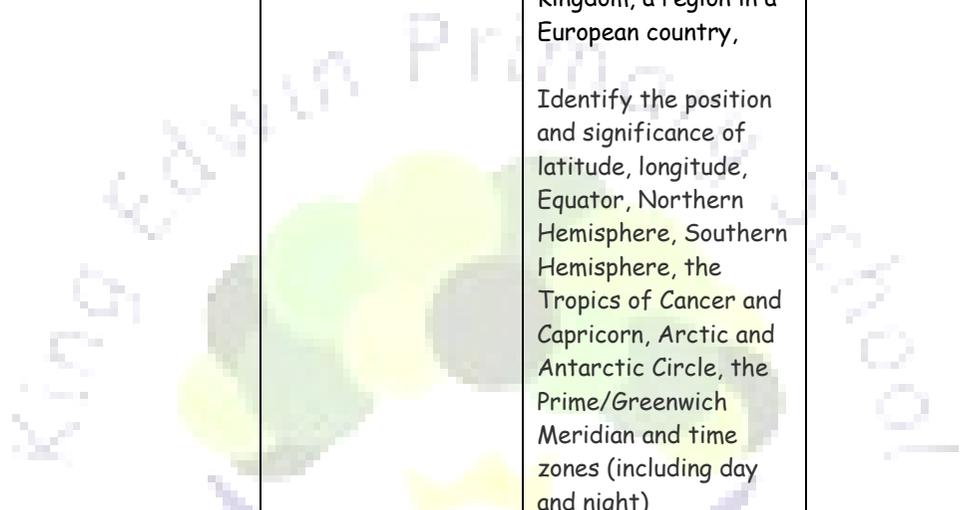


Year 6
Yearly Overview Long Term Plan

Subject	Autumn 1 Who were the Mayans and what have we learnt from them? 6 weeks	Autumn 2 How did the Victorian period help to shape the England we know today? 7 weeks	Spring Term What was the impact of World War 2 on Britain? 12 weeks		Summer 1 Where is Mount Everest and what makes it so renowned throughout the world? 6 weeks	Summer 2 I'm a year 6 pupil, can you get me out of here? 7 weeks
Key Questions	<p>Who were the Mayans and where did they live?</p> <p>When did the Mayan civilisation exist?</p> <p>Who achieved more the Mayans or the Vikings?</p> <p>What did Mayan buildings look like?</p> <p>What did the Mayans eat and drink?</p> <p>What do we know about the beliefs of the Mayan civilisation?</p> <p>How do we know about the Mayans?</p> <p>How did the Mayan civilisation come to an end?</p>	<p>Who was Queen Victoria and when did she reign?</p> <p>What did the Victorians achieve?</p> <p>How are Victorian homes different to the homes we have today?</p> <p>What jobs were there in Victorian times?</p> <p>How are Victorian schools different to modern schools?</p> <p>Did all children go to school in the Victorian times?</p> <p>What was a Victorian Christmas like?</p>	<p>Why did WW2 begin?</p> <p>Who were the Allies and the Axis?</p> <p>What was life like for children during the war?</p> <p>Did the war affect food supplies?</p> <p>How did the role of women change in this time?</p>	<p>How was the Battle of Britain a significant turning point in British history?</p> <p>Who was Adolf Hitler?</p> <p>When and why did the war end?</p> <p>What was life like in Britain after WW2?</p> <p>How has World War II impacted on our lives today?</p>	<p>Where is Mount Everest?</p> <p>Is Mount Everest a fold mountain?</p> <p>Why is Mount Everest so cold?</p> <p>Has anyone reached the top of Mount Everest?</p> <p>Who is John Hunt?</p> <p>How does Mount Everest compare to other mountains?</p>	<p>What would a bird's eye view of your school look like?</p> <p>Can you put together a map of the immediate area around your school?</p> <p>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>Can you use an OS map, including compass point directions, to help someone plan a route between two local points?</p> <p>If you got lost within 50 miles of your home, how would you go about finding your way home?</p> <p>From the photographs you have taken of the immediate area, can you create a painting?</p> <p>How would you go about planning a trip to a European city to include cost and time?</p> <p>As a class could you create an 'Urban' or 'Rural' School pointing out the features in your locality.</p>

Quality text	Stormbreaker	Streetchild	Goodnight Mr Tom	Rose Blanche	Everest	Kensuke Kingdom
<p>Geography/History</p>	<p>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>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>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>Geography 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>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>Understand geographical similarities and</p>	<p>Geography 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>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>Geography 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>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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>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</p>

				<p>differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,</p> <p>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>time zones (including day and night)</p>
<p>Art/DT</p>	<p>Art Harvest Art - Still Life of vegetables, including shade, perspectives and shadows</p> <p>Maya Temples Using a mathematical approach using squared paper.</p> <p>Creating 3D images of Maya temples (thinking about lines and perspective)</p> <p>Design and Technology</p>	<p>Art Research on William Morris</p> <p>Using William Morris' ideas to create repeating patterns - to display around the classroom.</p> <p>Produce Christmas Cards in the style of William Morris - using a printing technique</p> <p>Design and Technology Create a Workhouse using lollypop sticks thinking</p>	<p>Art Propaganda artwork. Look at the propaganda posters from WW2. Children are to create their own Propaganda poster for the time of WW2.</p> <p>Discuss today's world issues - Covid, Global warming, animal extinction etc. Produce propaganda posters for these causes in the modern times using</p>	<p>Art War silhouette pictures and paintings.</p> <p>War collages to demonstrate feelings and emotions at the end of WW2</p> <p>Design and Technology Cooking using ingredients from ration books - look at weekly amounts and cook accordingly: Wartime spiced biscuits, hot cross buns, pear</p>	<p>Art Look at how different scenes of the year are portrayed. Look at Vincent Van Gogh's techniques. Replicate these to portray a mountainous area.</p> <p>Does Monet use a similar technique? Or quite different?</p> <p>Design and Technology</p>	<p>Art Aboriginal Art</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</p> <p>Design and Technology Design and make Kensuke's Boat using lollypop sticks and cocktail sticks.</p>

	Design, make and evaluate a traditional Mayan headdress.	about different joining methods.	some ideas from WW2 posters. <u>Design and Technology</u> Make Anderson shelters complete with working circuits (consolidating science work from last term)	crumble, potato and cheese bake	Design, make and evaluate a mountain range using papier mache.	
Music	Happy Pop/Motown Being Happy (play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression) (use and understand staff and other musical notations)	Classroom Jazz Bacharach and Blues Jazz, improvisation and composition (improvise and compose music for a range of purposes using the inter-related dimensions of music)	A New Year Carol Classical or Urban Gospel Benjamin Britten's music and cover versions (appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians)	You've got a friend 70s Ballad/Pop The music of Carole King (develop an understanding of the history of music).	Music and me Create your own music inspired by your identity and women in the music industry (play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression)	Reflect, rewind and replay Classical The history of music, look back and consolidate your learning, learn some of the language of music (listen with attention to detail and recall sounds with increasing aural memory)
PE	Invasion Games: <u>Tag-rugby</u> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Invasion Games: <u>Basketball/Netball</u> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	<u>Multi-skills</u> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Invasion Games: <u>Football</u> play competitive games, modified where appropriate, and apply basic principles suitable for	Striking and fielding games: <u>Rounders</u> play competitive games, modified where appropriate, and apply basic principles suitable	Striking and fielding games: <u>Cricket</u> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

	<p><u>Gymnastics:</u> develop flexibility, strength, technique, control and balance</p>	<p><u>Dance:</u> perform dances using a range of movement patterns</p>		<p>attacking and defending</p>	<p>for attacking and defending</p> <p><u>Athletics</u> use running, jumping, throwing and catching in isolation and in combination</p>	<p><u>Athletics</u> use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Residential</u> take part in outdoor and adventurous activity challenges both individually and within a team</p>
Science	<p>Living things and their habitats 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>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Electricity 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>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>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Evolution 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>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and</p>	<p>Light Recognise that light appears to travel in straight lines</p> <p>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>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>Use the idea that light travels in straight lines to</p>	<p>Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>

			that adaptation may lead to evolution.	explain why shadows have the same shape as the objects that cast them.		
Computing Purple Mash scheme of work	<p>Purple Mash - Coding</p> <p>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>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>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>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>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>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>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>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>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>
RE Notts syllabus and Focus challenge curriculum	<p>What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?</p>	<p>What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?</p>	<p>What was the Kindertransport? Who resisted and rescued?</p>	<p>How can we be Upstanders today?</p>	<p>How do religions and beliefs respond to global issues?</p>	
PSHCE SCARF	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing

	<p>Pupils can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. Pupils can give examples of negotiation and compromise.</p> <p>Pupils can explain what inappropriate touch is and give example.</p>	<p>Pupils can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>Pupils can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.</p>	<p>Pupils can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>Pupils can explain some ways of making sure that they keep safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>Pupils can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).</p>	<p>Pupils can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.</p> <p>Pupils can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>Pupils can explain the advantages and disadvantages of different ways of saving money.</p>	<p>Pupils can tell you how they can overcome problems and challenges on the way to achieving their goals.</p> <p>Pupils can give examples of an emotional risk and a physical risk.</p>	<p>Pupils can give an example of a secret that should be shared with a trusted adult.</p> <p>Pupils can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>Pupils can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>
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