

**Year 6**  
**Yearly Overview Long Term Plan**

Subject	Autumn 1 How did the civil war impact on the UK as we know it today?	Autumn 2 To what extent is industry responsible for climate change?	Spring 1 What impact did WW1 and WW2 have on ordinary people in Nottinghamshire?	Spring 2 How has Europe been redrawn and what impact does it have on Europe as a whole?	Summer 1 What was the impact of immigration on Britain over the past 100 years?	Summer 2 I'm a year 6 pupil, how can I get out of here?
<b>Quality text</b>	Stormbreaker (PoR)	The Last Wild (PoR)	The Machine Gunners Rose Blanche (PoR)	A Night Divided - Jennifer A Nielsen	John Agard's Windrush Child (PoR)	Being Me: Poems about thoughts worries and feelings (PoR)
<b>Writing outcomes</b>	Setting description Character description Explanation Text - new gadget Biography - Charles 1	Balanced Argument Setting Description Play scripts Newspaper Report Haiku	Diary Writing Letter Writing Poetry from soldiers Narrative writing Recount	Newspaper Article Balanced Argument Non-chronological report about the Berlin Wall	Poetry Narrative with focus with dialogue	Persuasive Writing Argument Poetry Narrative - story with alternative ending
<b>Key Statements</b>	Know who the roundheads and cavaliers were  Know why Oliver Cromwell believed that things had to change  Know the part that Nottingham played in the civil war	Know what industry is and why it is important  Know what is meant by climate change  Know why climate change is such an urgent issue	Know how lives of ordinary people started to change after WW1  Make use of evidence to find out why WW2 happened  Know the impact of Chamberlain's speech on the country	Know what Europe looked like immediately after WW2  Know about the new European countries that have been formed since	Know why many people found Britain an attractive place to come to live  Know about the prejudice that many immigrants met when they arrived in Britain	Know what digimaps are and use them to know more about our area  Use Google Earth to help us know more about the Earth's continents  Know what an Ordnance Survey map

	<p>Know about some of the important events that occurred during the civil war</p> <p>Know about the impact the civil war had on Britain today</p>	<p>Understand why people get passionate about climate change</p> <p>Know why climate change has such a big impact on the world's poorest countries</p>	<p>Make use of local evidence to find out about the impact of the wars on local people's lives</p> <p>Know about the issues people faced after WW2 ended</p>	<p>Understand why eastern Europe looks so different now</p> <p>Understand how NATO has shaped Europe today.</p> <p>Understand why Russia invaded Ukraine in 2022.</p>	<p>Know what is meant by the Windrush generation</p> <p>Know why there are large Asian communities in the North-West of England</p> <p>Know about the impact many individuals from immigrant families have on our lives today</p>	<p>is and what the symbols stand for</p> <p>Know how to use a six-figure grid reference system</p> <p>Know how to conduct a survey and present my findings appropriately</p>
<p><b>Geography/History National Curriculum Objectives:</b></p>	<p><b>History</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: -the changing power of monarchs -changes in an aspect of social history -a significant turning point in British history</p>	<p><b>Geography</b> Place Knowledge -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 within North or South America</p>	<p><b>History</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, for example, the first railways or the Battle of Britain a local history study:</p>	<p><b>Geography</b> Locational Knowledge - 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><b>History</b> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p>	<p><b>Geography</b> Locational Knowledge 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)</p>

			-a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.			
<b>Maths</b>	<p><b>Place Value</b> Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</p> <p>Round any whole number to a required degree of accuracy</p> <p>Use negative numbers in context, and calculate intervals across 0</p> <p>Solve number and practical problems that involve all of the above.</p> <p><b>Addition, Subtraction,</b></p>	<p><b>Fractions</b> Use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>Compare and order fractions, including fractions <math>&gt;1</math></p> <p>Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>Multiply simple pairs of proper fractions, writing the answer in its simplest form</p> <p>Divide proper fractions by whole numbers</p>	<p><b>Decimals</b> Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.</p> <p>Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places</p> <p>Multiply one-digit numbers with up to 2 decimal places by whole numbers</p> <p>Use written division methods in cases where the answer</p>	<p><b>Perimeter, Area and Volume</b> Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms and triangles</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (<math>\text{cm}^3</math>) and cubic metres (<math>\text{m}^3</math>), and extending to other units</p>	<p><b>Position and Direction</b> Describe positions on the full coordinate grid (all 4 quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.</p> <p><b>Properties of Shape</b> Draw 2-D shapes using given dimensions and angles</p> <p>Recognise, describe and build simple 3-D shapes, including making nets</p>	Consolidation, themed projects and KS3 maths transition preparing the children for secondary school.

	<p><b><u>Multiplication and Division</u></b>  Multiply multi-digit numbers up to 4 digits by a two-digit whole number</p> <p>Divide numbers up to 4 digits by a two-digit whole number</p> <p>Perform mental calculations, including with mixed operations and large numbers.</p> <p>Identify common factors, common multiples and prime numbers</p> <p>Use their knowledge of the order of operations to carry out calculations</p> <p>Solve addition and subtraction multi-</p>	<p>Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><b><u>Converting Units</u></b>  Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate</p> <p>Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa,</p>	<p>has up to 2 decimal places</p> <p>Solve problems which require answers to be rounded to specified degrees of accuracy</p> <p>Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.</p> <p><b><u>Algebra</u></b>  Use simple formulae</p> <p>Generate and describe linear number sequences</p> <p>Express missing number problems algebraically</p> <p>Find pairs of numbers that satisfy an equation with two unknowns</p>	<p><b><u>Statistics</u></b>  Interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Calculate and interpret the mean as an average.</p>	<p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.</p>	

<p>step problems in contexts, deciding which operations and methods to use and why</p> <p>Solve problems involving addition, subtraction, multiplication and division</p> <p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>	<p>using decimal notation to up to 3 decimal places</p> <p>Convert between miles and kilometres</p>	<p>Enumerate possibilities of combinations of 2 variables.</p> <p><b>Ratio</b> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts</p> <p>Solve problems involving the calculation of percentages and the use of percentages for comparison</p> <p>Solve problems involving similar shapes where the scale factor is known or can be found</p> <p>Solve problems involving unequal sharing and grouping using knowledge of</p>				

			fractions and multiples.			
<b>Art/DT</b>	<p><b>Art Sculpture</b></p> <p>Creating a sculpture of a soldier in the Civil War</p> <p><b>Artist:</b> Alberto Giacometti</p>	<p><b>Design and Technology Mechanisms</b></p> <p>Create a vehicle capable of moving across different terrains - using either solar power or wind power.</p>	<p><b>Art Drawing</b></p> <p>WW2 underground drawings - Perspective and vanishing points</p> <p><b>Artist:</b> Henry Moore</p>	<p><b>Art Painting:</b></p> <p>Perspective through colours, hues and shades; mix and match; move towards abstraction</p> <p><b>Artist:</b> Georgia O'Keeffe - paintings of the New Mexico Desert.</p> <p>(Link with light in science)</p>	<p><b>Design and Technology Textures:</b></p> <p>Create a flag depicting all the nationalities in the UK to capture our national diversity (linked to history and immigration).</p>	<p><b>Design and Technology Structure</b></p> <p>Create a structure similar to the Angel of the North that would be suitable for the Sherwood Visitor centre</p> <p>(Linked to Geography - Y6 get me out of here)</p>
<b>Objectives</b>						
<b>Music</b>	<p><u>Social Question:</u> How does music bring us together?</p> <p><u>Musical spotlight:</u> <b>Music and technology</b></p> <p>Nowadays, music and songs are often created using a Digital Audio Workstation (DAW). Learn to tell the difference between</p>	<p><u>Social Question:</u> How does music connect us with our past?</p> <p><u>Musical spotlight:</u> <b>Developing ensemble skills</b></p> <p>Use dynamics and expression when playing in a band/ensemble, reading a notated instrumental part. Listen to one another and follow the</p>	<p><u>Social Question:</u> How does music improve our world?</p> <p><u>Musical spotlight:</u> <b>Creative composition</b></p> <p>By using chords in compositions, music can be created that is more harmonically interesting. Accompaniment can be created for a melody using chords.</p>	<p><u>Social Question:</u> How does music teach us about our community?</p> <p><u>Musical spotlight:</u> <b>Musical styles connect us</b></p> <p>Music is powerful and brings people from different backgrounds and parts of the world together. Explore how</p>	<p><u>Social Question:</u> How does music shape our way of life?</p> <p><u>Musical spotlight:</u> <b>Improvising with confidence</b></p> <p>Create personal musical ideas, thinking about phrasing and dynamics. Explore how phrases fit</p>	<p><u>Social Question:</u> How does music connect us with the environment?</p> <p><u>Musical spotlight:</u> <b>Farewell tour</b></p> <p>This last performance will be a special one, so take time to plan and include songs and music to represent the class. Performance could be in small</p>

	live sounds and digital sounds. Use YuStudio projects to teach music production skills inspired by creativity.	leader. Change the dynamics gradually ('crescendo' and 'decrescendo') to make the music more exciting.	Explore how chords are used within the music by listening and responding to La Bamba and composing using Disco Fever.	the different styles of music have developed from different social themes.	together to make a melody. Change the dynamics gradually ('crescendo' and 'diminuendo') to make the music more exciting.	groups/bands and as a whole class.
PE	<p>Invasion Games: <b>Tag-rugby</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><b>Gymnastics:</b> develop flexibility, strength, technique, control and balance</p>	<p>Invasion Games: <b>Basketball/Netball</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><b>Dance:</b> perform dances using a range of movement patterns</p>	<b>Multi-skills</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Invasion Games: <b>Football</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	<p>Striking and fielding games: <b>Rounders</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><b>Athletics</b> use running, jumping, throwing and catching in isolation and in combination</p>	<p>Striking and fielding games: <b>Cricket</b> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p><b>Athletics</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Residential</b> take part in outdoor and adventurous activity challenges both individually and within a team</p>
Science	<p><b>Living things and their habitats</b> Describe how living things are</p>	<p><b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the</p>	<p><b>Evolution</b> Recognise that living things have changed over time and that</p>	<p><b>Light</b> Recognise that light appears to travel in straight lines</p>	<p><b>Animals including humans</b> Identify and name the main parts of</p>	<p><b>Animals including humans</b> Identify and name the main parts of the</p>

	<p>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>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>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 that adaptation may lead to evolution.</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 explain why shadows have the same shape as the objects that cast them.</p>	<p>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>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><b>Computing</b></p>	<p>Teach Computing - Computing Systems and Networks- Communication and Collaboration</p>	<p>Teach Computing- Creating Media- Web Page Creation</p> <p>To view an existing website and consider its structure</p>	<p>Teach Computing - Programming- Variables in games.</p> <p>To define a variable as something that is changeable.</p>	<p>Teach Computing- Data and information- Introduction to spreadsheets. To create a dataset in a spreadsheet.</p>	<p>Teach Computing- Creating Media- 3D Modelling</p> <p>To recognise that you can work in 3 dimensions on a computer.</p>	<p>Teach Computing- Programming- Sensing Movement</p> <p>To create a program to run on a controllable device.</p>



	<p>To explain the importance of internet addresses</p> <p>To recognise how data is transferred across the internet.</p> <p>To explain how sharing information online can help people to work together.</p> <p>To evaluate different ways of working together online.</p> <p>To recognise how we communicate using technology.</p> <p>To evaluate different methods of online communication.</p>	<p>To plan the features of a web page.</p> <p>To consider the ownership and use of images.</p> <p>To recognise the need to preview pages.</p> <p>To outline the need for a navigation path.</p> <p>To recognise the implications of linking content owned by other people.</p>	<p>To explain why a variable is used in a program.</p> <p>To choose how to improve a game by using variables.</p> <p>To design a project that builds on a given example.</p> <p>To use my design to create a project.</p> <p>To evaluate my project.</p>	<p>To build a dataset in a spreadsheet.</p> <p>To explain that formulas can be used to produce calculated data.</p> <p>To apply formulas to data.</p> <p>To create a spreadsheet to plan an event.</p> <p>To choose suitable ways to present data.</p>	<p>To identify that digital 3D objects can be modified.</p> <p>To recognise that objects can be combined in a 3D model.</p> <p>To create a 3D model for a given purpose.</p> <p>To plan my own 3D model.</p> <p>To create my own digital 3D model.</p>	<p>To explain that selection can control the flow of a program.</p> <p>To update a variable with a user input.</p> <p>To use a conditional statement to compare a variable to a value.</p> <p>To design a project that uses inputs and outputs on a controllable device.</p> <p>To develop a program to use inputs and outputs on a controllable device.</p>
<p><b>RE</b> Notts syllabus and Focus challenge curriculum</p>	<p>What can we learn by reflecting on words of wisdom from religions and worldviews? What</p>	<p>What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a</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>	

	do sacred texts and other sources say about God, the world and human life?	county of tolerance and respect?				
PSHCE SCARF	<p>Me and My Relationships</p> <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>Valuing Difference</p> <p>Pupils can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. 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>Keeping Myself Safe</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</p>	<p>Rights and Responsibilities</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>Being My Best</p> <p>Pupils can tell you how they can overcome problems and challenges on the way to achieving their goals. Pupils can give examples of an emotional risk and a physical risk.</p>	<p>Growing and Changing</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>

			actually do (misperceive the norm).			
<b>MFL</b>	<b>FRENCH</b> Classroom routines Describing the weather Classroom objects Following instructions Recap of clothes Expressing opinions	<b>FRENCH</b> Recap of family members, structures, quantifiers Occupations Christmas	<b>SPANISH</b> <u>Getting started</u> Basic classroom language Why learn languages? Being a language detective	<b>SPANISH</b> <u>All about Spain and Spanish-speaking countries</u> Facts about Spain Where Spanish is spoken Famous landmarks in Spain and South America	<b>SPANISH</b> <u>How are you?</u> Greetings and feelings Names Introducing your family	<b>SPANISH</b> <u>One, two, three</u> Numbers 1-20 Ages Birthdays
<b>Reflections</b>	Civil War Trip	Motorised cars - whose will go the furthest?	World War 2 Day	Parent Book look	Immigration video about a famous person. (Clips)	Leavers Service

