

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 What impact did WW1 and WW2 have on ordinary people in Nottinghamshire?	Spring 1 How has Europe been redrawn and what impact does it have on Europe as a whole?	Spring 2 What was the impact of immigration on Britain over the past 100 years?	Summer 1 To what extent is industry responsible for climate change?	Summer 2 I'm a year 6 pupil, how can I get out of here?
Quality text	Stormbreaker	Goodnight Mister Tom (PoR)	A Night Divided - Jennifer A Nielsen	Tales from the Caribbean (PoR)	Floodland (PoR)	Wonder (PoR)
Writing outcomes	Setting description Explanation Text - new gadget Recount	Diary Writing Letter Writing Narrative writing	Newspaper Article Emotive letter Non-chronological report about the Berlin Wall	Narrative Non-chronological report about the Caribbean Character description	Persuasive letter Balanced argument	Diary entry Newspaper report Character description
Key Statements	Know who the roundheads and cavaliers were Know why Oliver Cromwell believed that things had to change	Know how lives of ordinary people started to change after WW1 Make use of evidence to find out why WW2 happened	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	Know what industry is and why it is important Know what is meant by climate change	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 the part that Nottingham played in the civil war Know about some of the important events that occurred during the civil war Know about the impact the civil war had on Britain today	Know the impact of Chamberlain's speech on the country Make use of local evidence to find out about the impact of the wars on local people's lives Know about the issues people faced after WW2 ended	Understand why eastern Europe looks so different now Understand how NATO has shaped Europe today. Understand why Russia invaded Ukraine in 2022.	when they arrived in Britain Know what is meant by the Windrush generation Know why there are large Asian communities in the North-West of England Know about the impact many individuals from immigrant families have on our lives today	Know why climate change is such an urgent issue Understand why people get passionate about climate change Know why climate change has such a big impact on the world's poorest countries	Know what an Ordnance Survey map is and what the symbols stand for Know how to use a six-figure grid reference system Know how to conduct a survey and present my findings appropriately
Geography/History National Curriculum Objectives:	History 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	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, for example, the first railways or the Battle of Britain a local history study:	Geography 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	History a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:	Geography Place Knowledge: -understand geographical similarities and differences through the study of human and physical geography of a region of the	Geography 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)

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

	<u>Multiplication and Division</u> Multiply multi-digit numbers up to 4 digits by a two-digit whole number Divide numbers up to 4 digits by a two-digit whole number Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers Use their knowledge of the order of operations to carry out calculations Solve addition and subtraction multi-step problems in contexts, deciding which operations	Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <u>Converting Units</u> Solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate 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	Use written division methods in cases where the answer has up to 2 decimal places Solve problems which require answers to be rounded to specified degrees of accuracy Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. <u>Algebra</u> Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy	extending to other units <u>Statistics</u> Interpret and construct pie charts and line graphs and use these to solve problems Calculate and interpret the mean as an average.	Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.	
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	and methods to use and why Solve problems involving addition, subtraction, multiplication and division Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.	unit, and vice versa, using decimal notation to up to 3 decimal places Convert between miles and kilometres	an equation with two unknowns Enumerate possibilities of combinations of 2 variables. <u>Ratio</u> Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages and the use of percentages for comparison Solve problems involving similar shapes where the scale factor is known or can be found			
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			Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.			
Art/DT	Art Sculpture Creating a sculpture of a soldier in the Civil War Artist: Alberto Giacometti	Art Drawing WW2 underground drawings - Perspective and vanishing points Artist: Henry Moore	Design and Technology Mechanisms Create a vehicle capable of moving across different terrains.	Design and Technology Textures: Create a flag depicting all the nationalities in the UK to capture our national diversity (linked to history and immigration).	Art Painting: Perspective through colours, hues and shades; mix and match; move towards abstraction Artist: Georgia O'Keeffe - paintings of the New Mexico Desert.	Design and Technology Food Design and deliver a 3 course meal to serve to a member of staff.
Music	Discovering Grime (featuring YuStudio Grime Project) 1. Identify Grime's origins and key features. Use music technology to create a complete track, layering	Express, Inspire And Perform (featuring Panto Pandemonium, Bells Ring Out and The Match Girl's Christmas) 1. Perform songs in school assemblies, school performance	Music Reimagined (featuring Sinfonia Cymru's Regenerate: Seasons for Change Project 3) 1. To analyse and compare two contrasting musical interpretations of 'Spring', relating the	Musical Sketches (featuring Roll Alabama) 1. Plan and compose 8 bars of music that demonstrate melodic and rhythmic interest, using creative musical ideas inspired by a	Music Remixed (featuring Dragon Beats) 1. To create and arrange a remix of a song by layering original instrumental parts (drumbeats,	The Grand Finale (featuring La Bamba) 1. Sing a repertoire of songs, including syncopated and partner songs, with appropriate style, phrasing, and expression.

	drum sounds, synths, and vocals, and applying terms like tempo before a final mix. 2. Make independent creative decisions to develop original musical ideas. Build confidence by presenting the final track and reflecting on the creative choices made.	opportunities and to a wider audience. 2. Develop listening skills, balance between parts and vocal independence by experimenting with where students stand.	differences to the theme of climate change. 2. To compose an original soundscape using digital software by arranging loops, incorporating new sounds, and applying mixing techniques and effects.	historical or narrative context. 2. Notate and perform your composition, applying dynamic contrasts, ensemble awareness, and expressive techniques to communicate the intended musical character.	basslines, melodies) with manipulated loops using music technology. 2. To listen critically to music in order to make informed creative decisions, and to evaluate the creative process and the final outcome of your own and others' work.	2. Perform confidently as part of an ensemble, integrating solo lines, rounds, or instrumental accompaniments.
PE	Invasion Games: Tag Rugby play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Parkour	Invasion Games: Athletics use running, jumping, throwing and catching in isolation and in combination Fitness Fitness: Children should be able to use different components including agility, balance, co-ordination, speed, stamina and strength.	Gymnastics Children should be able to use clear shapes when performing skills, apply force to maintain balance and use momentum to use rolls effectively. They should also be able to know that taking off from two feet will add more height to their jumps. Basketball	Fencing Handball	Cricket To use momentum and power when striking a ball using both legs and arms and to use accuracy and consistency when throwing and catching. Dodgeball To assess the situation before deciding who to throw at to get opponents out and make quick	Tennis To use a variety of shots, begin to apply tactics when serving, consider placement of shots and use appropriate footwork to react quickly to a ball. Athletics use running, jumping, throwing and catching in isolation and in combination Tchoukball

					decisions on if to catch or if to dodge the ball.	Residential take part in outdoor and adventurous activity challenges both individually and within a team
Science	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 Give reasons for classifying plants and animals based on specific characteristics.	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 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 lead to evolution.	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and 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. Use recognised symbols when representing a simple circuit in a diagram.	Light 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	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 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	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 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.

				have the same shape as the objects that cast them.	within animals, including humans.	
Computing Purple Mash scheme of work	Teach Computing - Computing Systems and Networks- Communication and Collaboration To explain the importance of internet addresses To recognise how data is transferred across the internet. To explain how sharing information online can help people to work together. To evaluate different ways of working together online. To recognise how we communicate using technology.	Teach Computing- Creating Media- Web Page Creation To view an existing website and consider its structure To plan the features of a web page. To consider the ownership and use of images. To recognise the need to preview pages. To outline the need for a navigation path. To recognise the implications of linking content owned by other people.	Teach Computing - Programming- Variables in games. To define a variable as something that is changeable. To explain why a variable is used in a program. To choose how to improve a game by using variables. To design a project that builds on a given example. To use my design to create a project. To evaluate my project.	Teach Computing- Data and information- Introduction to spreadsheets. To create a dataset in a spreadsheet. To build a dataset in a spreadsheet. To explain that formulas can be used to produce calculated data. To apply formulas to data. To create a spreadsheet to plan an event. To choose suitable ways to present data.	Teach Computing- Creating Media- 3D Modelling To recognise that you can work in 3 dimensions on a computer. To identify that digital 3D objects can be modified. To recognise that objects can be combined in a 3D model. To create a 3D model for a given purpose. To plan my own 3D model.	Teach Computing- Programming- Sensing Movement To create a program to run on a controllable device. To explain that selection can control the flow of a program. To update a variable with a user input. To use a conditional statement to compare a variable to a value. To design a project that uses inputs and outputs on a controllable device. To develop a program to use inputs and outputs on a controllable device.

	To evaluate different methods of online communication.				To create my own digital 3D model.	
RE Notts syllabus and Focus challenge curriculum	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?	What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?	How do religions and beliefs respond to global issues?	What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?	What does it mean to be a Sikh in Britain today?	For Christians, what kind of 'king' was Jesus?
PSHE SCARF	Me and My Relationships 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. Pupils can explain what inappropriate touch is and give example.	Valuing Difference 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.	Keeping Myself Safe 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. Pupils can explain some ways of making sure that they keep safe when using a mobile phone, including safety around sharing personal information	Rights and Responsibilities 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. Pupils can explain that what 'environmentally sustainable' living means and give an example of how we	Being My Best 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.	Growing and Changing Pupils can give an example of a secret that should be shared with a trusted adult. Pupils can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. Pupils can give examples of other ways in which the way a

			or images, and that there are laws relating to this. Pupils can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).	can live in a more 'sustainable' way. Pupils can explain the advantages and disadvantages of different ways of saving money.		person feels about themselves can be affected (e.g. images of celebrities).
MFL	FRENCH World War 2 Through the medium of this familiar period of history, pupils will be taught the skills to understand longer and more complicated text in the foreign language. Pupils will learn to 'gist' read, listen and understand more of the foreign language by using cognates and language they are familiar with so as to decode unknown language. This unit ties in with literacy, promoting a deeper understanding of the role of verbs, nouns, articles/determiners and adjectives in sentences. This unit links strongly to transferable literacy skills.		SPANISH <u>Getting started</u> Basic classroom language Why learn languages? Being a language detective	SPANISH <u>All about Spain and Spanish-speaking countries</u> Facts about Spain Where Spanish is spoken Famous landmarks in Spain and South America	SPANISH <u>How are you?</u> Greetings and feelings Names Introducing your family	SPANISH <u>One, two, three</u> Numbers 1-20 Ages Birthdays
Showcases	Civil War Trip	World War 2 Day	Holocaust museum (RE)			Leavers Play