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Year 6



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
History and Geography	<p>Climate change Can we stop the effects of global warming?</p> 	<p>World War 2 How was Hitler defeated in World War 2?</p> 	<p>Crime and Punishment How has crime and punishment changed since 1800s?</p> 	<p>Mayans What similarities and differences are there between the Maya civilisation and England from the 8th - 10th century (Anglo-Saxons)?</p> 	<p>Brazil How does a country in South America compare to the UK?</p> 	<p>Magnanimous mountains Are all mountains the same?</p> 
Golden Threads	<p>Locational knowledge Mapping Physical and human geography (weather and climate) Climate change</p>	<p>Conflict and disaster Invasion</p>	<p>Society and community Power</p>	<p>Power and hierarchy</p>	<p>Physical and human geography Climate</p>	<p>Locational knowledge Mapping Physical and human geography</p>
ROAP outcome	<p>A persuasive leaflet on climate change - if we don't act now what will happen in the future?</p>	<p>What was the impact of WW2 on Yorkshire and Humber? use resources from lesson 8 to create a presentation</p>	<p>Conduct a court case A person from each era to come across and reach a verdict. Make a table of comparison.</p>	<p>Use hexagon link activity - images of Mayan and explain the symbol and its importance.</p>	<p>Presentation and conclusion: include information on physical and human features, location, climate, economy and natural resources as well as the lives of children.</p>	<p>Presentation on PPT to answer the enquiry questions.</p>
Geography / History	<ul style="list-style-type: none"> Identify the position and significance of the Arctic and Antarctic Circle Identify and describe the features of the biomes in the Arctic and Antarctica Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water Describe and understand the possible negative impacts of humans on their international environment (how what they do impacts the world) and what can and morally should be done: is it sustainable? Describe and understand vegetation belts Understand that, as the world heats up, the water levels rise Suggest questions for investigating and methods to go about doing so Investigate features and themes of locations in-depth at both micro and macro levels; know which is the most useful for the enquiry being studied. Compare and contrast sources and determine how conclusions were arrived at Consider ways of checking the accuracy of conclusions 	<p>The sub lenses for this unit are empire, monarchy, society and community. This unit will cover how World War Two began and give a wider understanding of how concepts such as empire and rebellion have influenced Hitler and his plan to dominate Europe. It will explore the significance of the Battle of Britain. This builds from understanding the struggle for power during the Anglo-Saxon and Viking periods and how countries have to defend themselves against attacking enemies using armies.</p> <ul style="list-style-type: none"> How did Nazi Germany begin and what was it like there? How did the second world war begin and how were the UK involved? What was the impact of the Second World War on Yorkshire? How did British forces claim victory at the Battle of Britain? 	<p>The sub lenses for this unit are empire, monarchy, civilisation and rebellion. This unit will revisit their knowledge of periods in history that they have studied through KS2. It will explore how crime and punishment has changed over time in Britain. This unit builds from looking at periods in time within the Stone Age, Romans in Britain and the Anglo-Saxons.</p> <ul style="list-style-type: none"> What is crime and punishment? What was crime and punishment like in? (different period of British history) How did the police force develop? What was crime and punishment like in the past compared with today? 	<p>The sub lenses for this unit are civilisation, trade, settlement, empire, monarchy. This unit will cover who the Maya people were, when and where in the world they lived and the reasons why they were so successful. It will look at how we know about the Maya people, their beliefs and the hierarchy system that was in place in society and the important inventions that they made, especially in farming. This builds from previous work on substantive concepts of empire, civilisation and monarchy and how ancient cultures needed to defend themselves against enemy attack.</p>	<ul style="list-style-type: none"> Accurately comment on a location's environmental regions; key physical and human characteristics Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region outside of Europe, North/South America Choose and use the most appropriate type of map with precision to locate and understand a location being studied Use maps to analyse distribution and relationships Use 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the --United Kingdom and the wider world Use straight line distance to create an appropriate scale on their map (i.e. 1cm = 100m) Use an Ordnance Survey map to plan and describe a route between two places Complete a large scale fieldwork project collecting and record evidence in a variety of ways (i.e. writing, sketches, graphs) 	<ul style="list-style-type: none"> Accurately comment on a location's environmental regions; key physical and human characteristics Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region outside of Europe, North/South America Choose and use the most appropriate type of map with precision to locate and understand a location being studied Use maps to analyse distribution and relationships Use 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the --United Kingdom and the wider world Use straight line distance to create an appropriate scale on their map (i.e. 1cm = 100m) Use an Ordnance Survey map to plan and describe a route between two places Complete a large scale fieldwork project collecting and record evidence in a variety of ways (i.e. writing, sketches, graphs)
MFL	French					
RE	CU2.2 (2) How do Sikhs symbolise their commitment?		CU2.1 What do Hindu people believe about God? (Pathway 1)		CU2.3 What values do people live by? (Pathway 3)	FU2.13 Why are rites of passage important? (Pathways 2 and 4)

<p>Art</p>	<p>Frida Kahlo Mexican - Modern symbolism Watercolours / Portraiture Self-Portrait Painting</p>  <ul style="list-style-type: none"> Develop an understanding of shades, hues, tones, tints and mood eg. tone is produced either by mixing a colour with grey, or by both tinting and shading. Understand analogous colours eg. red-purple 		<p>Henry Moore British - Modern art Figurative/clay Sculpture</p>  <ul style="list-style-type: none"> Use sketchbooks to collect and record visual information and plan how to join parts of the sculpture Complete one clay project Research the work of an artist and use their work to replicate a style Work in a safe, organised way, caring for equipment Construct a simple base for extending and modelling other shapes 		 <p>Inspired by the National Gallery's Take One Picture programme</p>			
<p>Music</p>	<p>Dynamics pitch and tempo (Fingal's cave)</p> 	<p>Songs of WW2</p> 	<p>Film music</p> 	<p>Theme and variations (pop art)</p> 	<p>Baroque</p> 	<p>Composing and performing a leavers' song</p> 		
<p>Science</p>	<p>Electricity</p>  <ul style="list-style-type: none"> Circuit diagrams use simple symbols instead of detailed pictures. A complete circuit lets bulbs glow and buzzers sound. Every circuit needs a battery, and other components like bulbs, buzzers, switches, or motors. In a series circuit, if one bulb is unscrewed, all the bulbs go out and adding more bulbs in a series circuit makes them dimmer because they share the voltage. Voltage (V) shows how powerful a battery is. More batteries = higher voltage → brighter bulbs and louder buzzers. A switch can be put anywhere in a circuit to stop or allow the flow of electricity. Electricity flows from the positive side of the battery, through wires and components, and back to the negative side. A conductor (like metal) lets electricity flow through it. An insulator (like rubber, plastic, or wood) does not let electricity flow through it. A resistor slows down electricity. It protects components like bulbs from getting too much current. 	<p>Light</p>  <ul style="list-style-type: none"> Light travels in straight lines. We see things because light travels from a light source to our eyes, or from a light source to an object and then into our eyes. Objects are seen because they give out or reflect light. Shadows are made when an object blocks light. Shadows have the same shape as the object because light travels in straight lines. The size and shape of a shadow change depending on where the light source is – closer light makes bigger shadows, and further light makes smaller shadows. Light is reflected when it hits a surface – shiny surfaces reflect light well, while dark surfaces absorb it. Light slows down when it travels through water, glass, or air. When light changes speed as it passes through different materials, it bends – this is called refraction. Space is dark because there is no light source – we only see planets and moons because light from the Sun reflects off them. 	<p>Animals including humans</p>  <ul style="list-style-type: none"> The heart is a muscle that pumps blood around the body. Arteries carry blood away from the heart; veins carry blood towards the heart. Capillaries are tiny vessels that connect arteries and veins and allow oxygen and nutrients to pass to cells. Blood carries oxygen, nutrients, and water to the body, and removes waste products. Nutrients from digested food enter the blood through the small intestine and travel to the cells. The circulatory system transports oxygen, nutrients, and water to all parts of the body. Cells use oxygen to release energy in respiration. Exercise makes the heartbeat faster to supply more oxygen; fit people have lower resting heart rates. Drugs affect the body; some are helpful (like painkillers) and some are harmful (illegal or misused drugs). Paracetamol and aspirin can relieve pain safely. Cannabis and cocaine are illegal and can seriously harm the body. Alcohol can damage the liver; tobacco can damage the lungs. 	<p>Evolution and inheritance</p>  <ul style="list-style-type: none"> Fossils are preserved remains or traces of dead organisms. Fossils show how living things and environments have changed over millions of years. Most species found in fossils are now extinct. Living things produce offspring of the same kind, but they vary, and are not identical. Inheritance is passing characteristics from parents to offspring. Inherited traits include eye colour, skin colour, ear shape, and tongue-rolling. Variation makes individuals within a species different. Adaptations help plants and animals survive in their environment; these adaptations differ dependent on the animal and its environment. Individuals best adapted are more likely to survive and reproduce. Evolution is the gradual change of living things over time. Small inherited changes over many generations can lead to new species. 	<p>Living things and their habitats</p>  <ul style="list-style-type: none"> Living things are classified into broad groups based on observable characteristics and similarities and differences. The three main broad groups of living things are animals, plants and micro-organisms. Micro-organisms are very small living things that cannot usually be seen with the naked eye. There are three main types of micro-organisms: bacteria, fungi and viruses. Some micro-organisms are useful, but germs are micro-organisms that cause disease. Living things can be subdivided into smaller groups to make identification easier. Animals are classified into vertebrates (animals with a backbone) and invertebrates (animals without a backbone). The five main vertebrate groups are fish, amphibians, reptiles, birds and mammals, each identified by specific features such as body covering, reproduction and habitat. Common invertebrate groups include insects, spiders, worms and snails, which are grouped according to observable body structures. Plants and animals are placed into groups because of specific characteristics, such as structure, habitat, method of reproduction or physical features. Scientists use classification keys to identify and sort living things by answering questions about their characteristics. The scientist Carl Linnaeus developed an early classification system that helps scientists organise and name living things today. 	<p>Scientific Enquiry</p>  <ul style="list-style-type: none"> Comparative and fair testing involves changing one independent variable to see how it affects the dependent variable, while keeping other variables controlled to ensure the test is fair. Research using secondary sources involves gathering scientific information from books, websites, reports, and databases to answer questions or support investigations. Observations over time involve carefully measuring and recording changes that happen over different time periods, from minutes to months or years. Pattern seeking involves looking for relationships or correlations in data where variables cannot easily be controlled and identifying trends in results. Identifying, grouping and classifying involves sorting objects, living things, or materials based on observable characteristics and properties, often using classification keys or criteria. Problem solving involves applying scientific knowledge, evidence and reasoning to suggest solutions, explain outcomes, or improve designs. Scientists plan enquiries by asking testable questions and choosing the most appropriate type of investigation. Accurate measurements are taken using appropriate scientific equipment such as thermometers, rulers, stopwatches, data loggers or measuring cylinders. Results are recorded systematically, using tables, charts, labelled diagrams or graphs to organise data clearly. Data is analysed to identify patterns, relationships and anomalies in results. Conclusions are drawn from evidence, linking results back to the original scientific question or hypothesis. Scientists evaluate their investigations, suggesting improvements, considering reliability, and identifying possible sources of error. 		

	Working Scientifically					
Computing	Bletchley Park Online Safety	Introduction to Python Online Safety	Big Data 1 Online Safety	Big Data 2 Online Safety	Introduction to Spreadsheets Online Safety	AI Online Safety
DT	Textiles: make and mend		A meal fit for a King: seasonal cooking		CAMs: moving story	
PE						
PSHE	Being me in my world 'Who am I and how do I fit in?'	Celebrating difference Respect for similarity and difference. Anti-bullying and being unique.	Dreams and goals Aspirations, how to achieve goals and understanding the emotions that go with this.	Healthy me Being and keeping safe and healthy.	Relationships Building positive, healthy relationships.	Changing me Coping positively with change.