

Year 6	Autumn Term		Spring Term		Summer Term	
	Survival of the Fittest		Rotten Romans?		I have a Dream	
Science	Evolution and Inheritance	Animals including humans	Living things and their habitats	Scientific skills- forensics	Light	Electricity
Visit/ Visitor/Experience	Residential- Ingleborough Hall					End of year trip- The Zone
History			Romans		Black History	
Geography	Geographical skills and field work			Roman settlements and journeys		Human and physical Geography within America
Art and DT	Cooking- Design, make and evaluate survival food.	Design, make and evaluate outdoor dens and shelters. (linked to outdoor learning)	Observational drawings of Roman artefacts	Design, make and evaluate a weapon linked to the Romans using a mechanism.	Andy Wahol- pop art linked to significant American individuals	Individual project- Make a product with two electrical components.
Computing	We are planners	We are project managers	We are market researchers	We are interface designers	We are app developers	We are marketeers
RE	<div style="border: 1px solid black; padding: 5px; text-align: center;">           Religions covered: Christianity, Islam and Sikhism         </div>					
	Initiation Rites		Pilgrimage		Signs and Symbols	
PSHE	New Beginnings	Getting on and Falling Out	SR5/6 Growing Up	Good To Be Me	F6: Moving On The World of Work and	Changes C6: Moving On

	C5: Children's Rights / Human Rights	Say No to Bullying (Anti-Bullying Week 14 - 18 Nov)	Invite school nurse to talk to the children about puberty		Financial Capability	
Music	Music specialist in teaching 'Use Somebody'	Exploring Rounds	Exploring Sound sources	Lyrics and Melody	Performing Together	Exploring Musical Processes
PE	Frisbee	Gymnastics	Dance	Net & Wall Games (Badminton/ Volleyball)	Athletics	Striking & Fielding (Rounders/ Cricket/ Softball)

Year 6	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	Evolution and Inheritance	Animals including humans	Living things and their habitats	Scientific skills-forensics	Light	Electricity
<b>National Curriculum Coverage</b>	<i>Pupils should be taught to:</i> Recognise that living things have changed over time and that fossils provide information about living things that inhabited	<i>Pupils should be taught to:</i> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood	<i>Pupils should be taught to:</i> Describe how living things are classified into broad groups according to common observable characteristics and	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements using a range of	<i>Pupils should be taught to:</i> Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects	<i>Pupils should be taught to:</i>  Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

	<p>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.</p>	<p>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. Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of</p>	<p>based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics.  Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed</p>	<p>scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. Using test results to make predictions to set up further comparative and fair tests. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results in oral and written forms such as displays and other presentations. Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>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 have the same shape as the objects that cast them. Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions. Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They</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 Use recognised symbols when representing a simple circuit in a diagram.  Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols. Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity. Pupils might work scientifically by:</p>
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		<p>scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health</p>	<p>in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p>		<p>might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p>	<p>systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit</p>
<b>History</b>			<b>Romans</b>		<b>Black History</b>	
National Curriculum Coverage			<p>Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army  Successful invasion by Claudius and conquest. British resistance for example Boudica.</p>		<p>A study of world History. Focus on significant individual's e.g Rosa Parks and Martin Luther King. Focus on key events in History. Focus on immigration within America during</p>	

			Romanisation of Britain.		the period of Black History.  Devise historically valid questions about change cause similarity and difference and significance.	
<b>Geography</b>	Geographical skills and field work			Roman settlements and journeys		Human and physical Geography within America
National Curriculum Coverage	<p><b>Locational knowledge</b> Pupils should be taught to: 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 time zones (including day and night)</p> <p><b>Place knowledge</b> Pupils should be taught to: 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</p>			<p><i>When studying the Rotten Romans make sure children know where this happened by...</i> 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 (<i>Locate countries as appropriate to your unit</i>)</p>		<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

	<p>region within North or South America. Human and physical geography, biomes and vegetation belts, rivers,</p> <p><b>Geographical skills and fieldwork</b></p> <p><i>Pupils should be taught to:</i></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-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</p>					
<b>Art and DT</b>	<p>Cooking- Design, make and evaluate survival food.</p>	<p>Design, make and evaluate outdoor dens and shelters. (linked to outdoor learning)</p>	<p>Observational drawings of Roman artefacts</p>	<p>Design, make and evaluate a weapon linked to the Romans using a mechanism.</p>	<p>Andy Wahol- pop art linked to significant American individuals</p>	<p>Individual project- Make a product with two electrical components.</p>
<b>National Curriculum Coverage</b>	<p><b>Create survival food linked to Bear Grylls</b></p> <p><b>Cooking and nutrition</b> Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Design, make and evaluate outdoor dens and shelters linked to Bear Grylls</p> <p><b>Design</b></p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that</p>	<p>A drawing focus of Roman artefacts</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture</p>	<p>Design, make and evaluate a weapon with a mechanism to make it move or fire.</p> <p>Design, make and evaluate a weapon linked to the 'Romans'.</p> <p><b>Design</b></p> <p>Use research and develop design criteria to inform the design of innovative functional,</p>	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example printing)</p> <p>To learn about great artists, architects and designers in History.</p>	<p>Design and make an electrical system in their products.</p> <p><b>Design</b></p> <p>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>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>are fit for purpose, aimed at particular individuals or groups.</p> <p><b>Make</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p><b>Evaluate</b></p> <p>Their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand how key events and individuals in design and</p>	<p>with a range of materials (for example, pencil, charcoal, paint, clay).</p>	<p>appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p><b>Make</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p><b>Evaluate</b></p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Technical knowledge</b></p> <p>Understand and use mechanical systems in their products e.g. gears, pulleys, cams, levers and linkages.</p>		<p><b>Make</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p><b>Evaluate</b></p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Technical knowledge</b></p> <p>Understand and use electrical systems in their products for example series circuits, incorporating switches, bulbs, buzzers and motors.</p>
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