

Year 6 – Long Term Plan

	Autumn 1	Autumn 2
Main line of enquiry	Why wasn't WWI the war to end all wars?	
Supplementary questions	What impact has the war had on today's world? How were people effected around the world?	How did light and electricity helps us to win the war?
Science		<p>Light</p> <p>Knowledge 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 have the same shape as the objects that cast them</p> <p>Skills Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentation</p> <p>Vocabulary light source, light beam, light travels, shadow, block, darkness, reflection, reflect, mirror, image, shiny, dull, opaque</p>

		<p>Electricity</p> <p>Knowledge 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</p> <p>Skills Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Record results using scientific diagrams and labels</p> <p>Vocabulary complete circuit, electrical conductor, flow, electrical insulators, symbol, circuit diagram, component, battery / cell, terminal, switch, wire, light bulb, motor, buzzer, current, electrons, voltage, energy, pathway</p>
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History

World War II

Knowledge

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. E.g. A significant turning point in British history, for example, the first railways or the Battle of Britain
Learn about the Second World War in Europe and why the Battle of Britain was such a significant turning point in British History. Learn about the timeline of events such as the outbreak of the war, the Battle of Britain, the heroic rescue at Dunkirk, the Blitz, the D-Day landings, the liberation of the concentration camps and the celebrations of VE Day. Research the lives of the ordinary people who faced the Blitz and coped with rationing and evacuation. Learn about the inspiring stories and achievements of significant people such as Anne Frank and Winston Churchill.

A local history study e.g. The Blitz (A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

Skills

Use relevant dates and terms. (Start of the war, key battles)

Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. (Hitler, Anne Frank)

Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation (evacuee diary)

Know key dates, characters and events of time studied. (The Blitz, evacuees, war leaders)

Recognise primary & secondary sources. (suitcase, diaries, gas mask)

Use a range of sources to find out about an aspect of time past. (evacuation suitcase)

Select and organise information to produce structured work, making appropriate use of dates and terms. (historical guide, radio report linked to Anne Frank)

Bring knowledge gathering from several sources together in a fluent account (Anne Frank's diary, The Blitz recounts)

	<p>Vocabulary Evacuate, gas mask, war, Hitler, Prime minister, shelling, RAF, propaganda, Blitz, war leader, victory</p>	
Geography	<p>World War II Knowledge Children will be able to locate the countries involved in world war II. The will be able to locate where key battles were fought and won. Knowing where and why bombs were dropped in certain locations during the Blitz and how our area was affected.</p> <p>Skills Locate the world’s countries, using maps to focus on Europe (including the location of Russia) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (bombing of the docks/ areas children evacuated to) Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (location of bombs dropped in London)</p> <p>Vocabulary Maps, continents, countries, hemisphere, Europe, North, South, East and West.</p>	
Art / DT	<p>Eric Kennington Study – British Commissioned War Artist</p> <p>Evelyn Dunbar – Learn about the artists Eric Kennington and Evelyn Dunbar Discover photographs and images of life in world war II from the National Archives. Portrait Drawing influenced by the artists Observational drawing facial features and perspective Direction of light to create a sense of form Figure drawings inspired by the artist’s Observational figure drawing Composition Focal Point Perspective</p>	<p>DT Microbit- build and create a tank -Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at a particular group. -Generate, develop and communicate their ideas through discussion and drawing / patterns -Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities -Explore and evaluate a range of existing products. -Evaluate products against design criteria to identify potential improvements.</p>

	Use of colour and colour palette of the artists. Techniques and styles of the artists(realism) Landscape/city streets World War II Poster Art	
English	Stimulus/Novel – War Horse Non – Fiction – Chronological reports (events of WWII) Poetry – WW poetry Narrative –Significant authors	Stimulus/Novel – Goodnight Mr Tom Non – Fiction – Diaries/Biographies (Anne Frank) Narrative – Stories with historical settings
Enrichment Activities	PC Carolyn – local police officer talk	RAF Hendon, My Bnk

	Spring 1	Spring 2
Main line of enquiry	How has immigration influenced our society?	How did the leopard get his spots?
Supplementary questions	What influence has immigration had on Britain? What influences shaped our society most? Were immigrants treated with respect? Has anything changed?	Why do leopards need spots? What makes a leopard a leopard?
Science		<p>Evolution and Inheritance</p> <p>Knowledge 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</p> <p>Skills Identify scientific evidence that has been used to support or refute ideas or arguments Report and present findings from enquiries, including conclusions, causal relationships and explanations Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>

		<p>Vocabulary Evolution, suited, suitable, adapted, adaptation, offspring, characteristics, vary/ variation, inherit/ inheritance, fossils</p> <p>Living things and their habitats</p> <p>Knowledge 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</p> <p>Skills Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Use test results to make predictions to set up further comparative and fair tests Use relevant dates and terms.</p> <p>Vocabulary Organism micro-organism fungus mushrooms classification keys environment fish amphibians reptiles birds mammals vertebrates invertebrates</p>
History	<p>Empire Windrush</p> <p>Knowledge A study of an aspect of British History that extends knowledge beyond 1066. Understanding how the British empire fell and became the commonwealth. What impact this had on the people in the Caribbean who came to the UK after and how it changed their lives and how they have been treated.</p> <p>Skills Link sources and work out how conclusions were arrived at (photographs of people arriving to the UK). Be aware that different evidence will lead to different conclusions- How people were treated differently upon arrival.</p>	

	<p>Vocabulary Wind rush, empire, commonwealth, economy, wealth, jobs, racism, discrimination, equality.</p>	
Geography	<p>Empire Windrush Knowledge Children will interpret a range of geographical information including maps, diagrams, globes and aerial photographs in which they will locate specific countries on a world map. They will look at London and how immigration shaped the demographic of London.</p> <p>Skills 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. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Vocabulary Wind rush, empire, commonwealth, economy, wealth, jobs, racism, discrimination, equality</p>	
Art / DT	<p>Textiles- sewing – creating an item of clothing to bring on board of the Windrush in readiness for the British weather</p>	<p>Camouflage Pattern – Animals - Henri Rousseau</p> <p>Look at the work of Henri Rousseau and Naïve Style. Observational drawing Sketches of wildlife and jungle scenery. Using form, tone, light, shade, colour, line, texture and pattern. Close observational sketches of animals and their markings. Observational camouflage studies with attention to blending in with the habitat.</p> <p>Animal patterns and camouflage in nature</p>
English	<p>Stimulus: Just- so stories Non-Fiction: Non-chronological reports Narrative: Classic narrative Poetry: Cautionary poems linked to evolution</p>	<p>Stimulus: Holes by Louis Sachar Non-Fiction: Persuasive writing Narrative: Flashback stories/short stories</p>
Enrichment Activities	<p>Natural History Museum</p>	

	Summer 1	Summer 2
Main line of enquiry	How has Greece's past shaped its future?	
Supplementary questions	What was it like to worship so many Gods?	Why is a marathon 26 miles?
Science		<p>Animals including humans</p> <p>Knowledge 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 human</p> <p>Skills Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Vocabulary circulatory system, heart blood, blood vessels, pumps, oxygen, carbon dioxide, lungs, nutrients, water, diet, exercise, drugs lifestyle</p>
History	<p>Ancient Greece</p> <p>Knowledge The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Greece – a study of Greek life and achievements and their influence on the western world. Discovering the influence of the Ancient Greeks on the western world. Investigating the timeline and the main periods of the Greek Empire.</p>	<p>Ancient Greece</p> <p>Knowledge The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day Research democracy. Learn about lifestyle and study key Ancient Greek buildings. Examine the exciting Olympics and its modern legacy.</p> <p>Skills</p>

	<p>Exploring different kinds of historical sources and evaluate their usefulness. Explore Alexander the Great and the empire under his leadership.</p> <p>Skills Use relevant dates and terms (Battle of marathons newspaper article) Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied. (Alexander the Great biography)</p> <p>Vocabulary Pottery, Spartans, Athenians, gods, Zeus, marathons, battle, differences, similarities, ancient, beliefs</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour (Spartans vs Athenians) Compare and contrast ancient civilisations. (ancient Egypt gods vs Greek gods) Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. (Greek pottery) Suggest omissions and the means of finding out (pottery) Confident use of the library etc. for research. (Greek god)</p> <p>Vocabulary Pottery, Spartans, Athenians, gods, Zeus, marathons, battle, differences, similarities, ancient, beliefs</p>
Geography	<p>Ancient Greece Knowledge Children are able to compare ancient Greece to modern day Greece. How the boundaries of countries and names of places have changed over time. Children will gain an insight in why certain Greek cities were strategically located.</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Using maps to focus on Greece concentrating on its environmental regions, key physical and human characteristics, countries, major cities</p> <p>Vocabulary City, town, mountain, Europe, boundary, location, hemisphere.</p>	
Art / DT	<p>Greek Ceramics - Greek Art and Pattern Design - Shape, Form (Pot)</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history Recreating Greek Pottery</p>	<p>Greek Cuisine Healthy benefits of a Mediterranean diet low in saturated fats Plan and make food for a traditional Greek Meze meal</p>
English	<p>Stimulus: Greek Myths by Marcia Williams Non-Fiction: Explanation texts Narrative: Greek Myths Poetry : Greek poetry</p>	<p>Stimulus: Greek Myths by Marcia Williams Non-Fiction: Information texts Narrative : Quests Poetry : N/A</p>
Enrichment		Red Cross – First Aid Training, Activity Week

Art and Design

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

About great artists, architects and designers in history

Design and Technology

Design

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

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

Apply their understanding of computing to program, monitor and control their products.

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 characteristics, countries, and major cities

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

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)

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 in North or South America

Human and physical geography

Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use the 8 points of a compass, 4- and 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 fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

History

Changes in Britain from the Stone Age to the Iron Age. Examples include:

Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

Bronze Age religion, technology and travel, for example, Stonehenge

Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain. Examples include:

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, including Hadrian's Wall

British resistance, for example, Boudica

'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

British settlement by Anglo Saxons and Scots. Examples include:

Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire

Britain's settlement by Anglo-Saxons and Scots. Examples include:

Scots invasions from Ireland to north Britain (now Scotland)

Anglo-Saxon invasions, settlements and kingdoms: place names and village life

Anglo-Saxon art and culture

Christian conversion – Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Examples include

Viking raids and invasion

Resistance by Alfred the Great and Athelstan, first king of England

Further Viking invasions and Danegeld

Anglo-Saxon laws and justice

Edward the Confessor and his death in 1066

A local history study. Examples include

A depth study linked to one of the British areas of study listed above

A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Examples include

The changing power of monarchs using case studies such as John, Anne and Victoria

Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century

The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

A significant turning point in British history, for example, the first railways or the Battle of Britain

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer;

The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world

A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. YEAR 5

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

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

Evolution and Inheritance

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

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 have the same shape as the objects that cast them

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