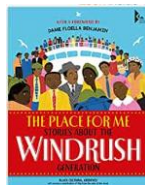


Conflicts and resolutions

Text 1: Star of hope, Star of fear

Text 2: Stories about the Windrush Generation



History

Take part in:

- A study of an aspect or theme in British history that extends beyond 1066
- A local history study

Geography

Human and Physical Geography

- Describe and understand key aspects of human geography, including: types of land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals

Locational knowledge:

- Locate the countries of Europe
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time

DT: Food Skills

- Talk about where the ingredients come from
- Grow own potatoes
- Learn how to create a savoury potato cake and market it for a specific audience
- Understand nutritional value
- Design your own style of potato cake having made own recipe

Key Designer: Children will work from a brief, choose own designer and own research

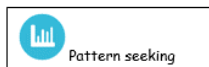
Art

- Protest paintings or inspirational figures throughout history
- Design your own composition
- Learn to paint in black and white using shades of grey.
- Learn how to use poster paint to show light and shade

Key Artist: Banksy.

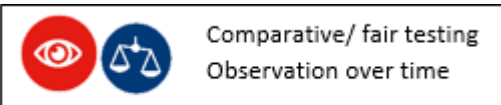
Science

Changes to Materials.



- Demonstrate that dissolving, mixing and changes of state are reversible changes
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, include changes associated with burning and the action of acid on bicarbonate of soda

Key Scientists: Spencer Silver, Arthur Fry, Alan Amron and Ruth Benerito



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 (including the pulse and clotting).
- 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

Key Scientist: Robert Winston

French

- Recap days of the week and classroom vocabulary
- All about me - Consolidate KS2 vocabulary, the negative form ne pas, noun-adjective agreement and conjugation of high-frequency verbs (*avoir* and *etre*) in je, il, elle forms in a range of contexts
- Ask questions using the *tu* form

Key French Sound: pronunciation of tu, similar to the word to in English

Music

Composing and performing

- To learn the term STRUCTURE and refer to this when listening to and appraising songs.
- To be introduced to basic stave notation and play simple pieces on recorders using this notation.
- To learn and perform Christmas Carols

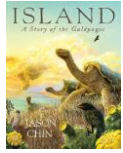
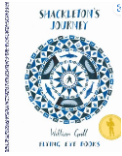
Listening and appraising

- Motown (listen to during art sessions)

RE Hinduism

Vocab: Samsara, Reincarnation, Dharma, Karma, Aum

- Analyse a Hindu's journey of life and significant events along the way.
- Why is the story of Rama and Sita important – what is its significance? Compare to other religious celebrations which focus on light.

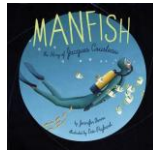


South America

Text 1: Shackleton's Journey

Text 2: The Island

Text 3: Manfish



Geography

Locational knowledge:

- Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Place knowledge:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America

Human and Physical Geography:

Describe and understand key aspects of -

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

Computing

Information Technology:

- Record and input sound clips and then embed them into a powerpoint presentation
- Explain and show how backgrounds, font style and colour impact an audience in a positive and negative manner (powerpoint/word)
- Design and create a presentation for a particular purpose that contains different font styles, data graph, appropriate font colour and style and background (powerpoint)
- Save the presentation onto a piece of hardware (memory stick)
- Review the presentation, identifying areas of strengths and weaknesses

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

Key Scientist: Carl Linnaeus



Identifying, grouping
and classifying



Research
Identifying, grouping and classifying

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



Observation
over time

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

Key Scientists: Alessandro Volta and Nicola Tesla

Music:

Listening and appraising

- Medley of British Legends (listen to during art sessions)

French

- Describe actions (school) - les matières (f) [subjects], le français (m) [French], l'anglais (m) [English], les sciences (f) [science], les mathématiques (les maths) (f) [mathematics/maths], la musique (f) [music], l'éducation physique (f) [physical education], l'histoire (f) [history], la géographie (la géo) (f) [geography], l'informatique (f) [IT], le dessin (m) [Art]
- Express opinions and feelings- Quelle matière préfères-tu ? [Which do you prefer?], J'aime mieux... [I like...best], Quelle est ta matière favorite ? [Which is your favorite subject?], Ma matière favorite est... [My favorite subject is...]
- J'aime / Je n'aime pas... parce que (I like/do not like ... because ...)
- Describe actions (hobbies) - this vocabulary should be child-led, dependent on their interests and children should use English-French dictionaries or short pieces of writing to find their vocabulary. Examples might include jouer au foot (play football), lire (read), regarder la télé (watch TV), sortir avec mes amis (go out with my friends). J'aime / Je n'aime pas... parce que (I like/do not like ... because ...)

Key French Sound - 'ez' makes an ay sound, è pronounced e in bed, é pronounced ay, focus pronunciation of aime



Summer 2: My Next Adventure

Text 1: Poetry for kids: William Shakespeare

DT: Textile Skills

- Create a design for a square of fabric for a cushion
- Bring in a memorable piece of material for the cushion
- Over sew the squares together to create a leavers cushion to be left in school

Science

Sound.

- Find patterns between the pitch of a sound and features of the object that produced it.



Key Scientists: Gailileo Galilei

Music:

Composing and performing

- To review and apply the term STRUCTURE and refer to this when listening to, appraising and singing songs.
- To learn and perform songs as part of the leavers' production

Listening and appraising

- Musical theatre (part of leavers' production)

French

- Getting around - le café (the café) le cinéma (the cinema) l'école (the school) la maison (the home), le musée (the museum) le restaurant (the restaurant) le parc (the park) la piscine (the swimming pool) le supermarché (the supermarket) la ville (the town) le zoo (the zoo)
- Où vas-tu ? (where are you going?) Je vais à (I am going to) Où est...? (Where is ...?) C'est.. (it is..) à gauche (on the left) à droite (on the right) tout droit (straight on)
Tournez (turn) Continuez (continue)

Key French Sound: A c before e, i or y makes a s sound, ç also makes a s sound, à makes a similar sound to a in the English word apple. It can be written as a, â or à in French but they

Computing

- Microbits

Throughout the year

Geography

- Locational Knowledge of the UK (KS1 and KS2 NC statements)

Geographical skills and fieldwork

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

Digital Literacy

- To understand and explain that mobile phones provide a quick and unregulated way to access the internet.
- To understand and explain that information shared on mobile phones (through texts/pictures/FaceTime on the iPads etc) can be publicly accessed (Model a Facetime conversation where a screenshot can be taken and sent to others. (Link to sexting and online reputation management).

(For ideas see: <http://www.digital-literacy.org.uk/Curriculum-Overview/Year6/Year-6-Sol-%281%29.aspx> Lesson 1 and 3).

- To give reasons as to why a mobile phone number should only be given to close members of family/friends and any unwanted contact should be reported immediately.

(For ideas see: <http://www.digital-literacy.org.uk/Curriculum-Overview/Year6/Year-6-Sol-%281%29.aspx> Lesson 1 and 3).

- To read, explain their meaning and then sign both KS2 GDPR documents.
- To explain what the acronym WWW means.
- To use a search engine accurately to find desired information (Google).
- To refine a search to be more accurate using a variety of techniques (Capitals, word order and key words).
- To identify and find useful websites containing relevant/appropriate information/data on a subject.
- To independently check a website information's validity and reliability (Is it from a trusted source, who does it reference?) Link this information to radicalisation. Is the information true? Does it represent British Values? (Tolerance, diversity, Mutual Respect

Music

- Recap the key vocabulary taught in previous year groups: pulse, rhythm, dynamics, pitch, duration, tempo, timbre, texture, appropriate musical notations.

PHSE, RSE, Equality and Mental Health

See separate curriculum