





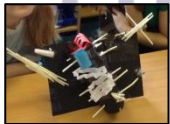




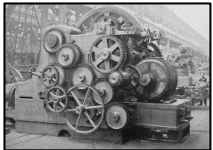










Year 6	Autumn Term	Spring Term		Summer 1	Summer 2
6 Humanities Topic	Industrial Revolution & Transport – Manchester and Stoke-on-Trent 	World at War (WW1) 	World at War (WW2) 	Economic activities and Changes in land use 	
6 History	Pupils find out how life changed from the cottage industries, what the contributing factors of the Industrial Revolution were and what life was like for families in Manchester and Stoke-on-Trent at this time. They discover the jobs and working conditions in local mills and factories and how key inventions such as steam power changed people's lives. Pupils explore the past using primary and secondary sources and place key dates, inventions and advances in transport and technology on a timeline as well as looking at how industry has changed since the Industrial Revolution to the present day.	Pupils learn about the causes of The First World War with empires, treaties and the advancements in technology in place at the time. They discover key battles and place these on a timeline of events. Pupils also explore the changing role of women at the time.	Pupils find out about The Battle of Britain and how it was a key turning point in British history. They place key dates on a timeline and find out what life was like for children living in Britain during WW2 with rationing, propaganda and The Blitz.	Pupils explore how industry in the UK has changed over time from mining and mills to the present economic activities of service industries and tourism. They also discover how land use has changed over time due to great events such as The Gold Rush.	
6 Geography	Pupils discover how the invention of steam power and the Industrial Revolution changed the landscape in the North West of England and the West Midlands. Pupils also learn about why Manchester and Stoke-on-Trent were centres for the cotton and pottery industries and why	Pupils compare maps from pre-war Europe to present day maps, identifying how borders and countries have changed over time.	Pupils continue to make comparisons between maps of Europe from World War 2 to the present day. They also discover why people	Pupils find out what economic activities provide wealth to different counties in the UK as well as other countries in Europe and North and South America. They find out about land use for primary, secondary and tertiary economic activities and how this varies in urban and rural areas around the UK	

	people migrated to the cities at this time. They look at how canals and railways allowed the movement of goods and people around the country and discover where goods were transported to for trade around The British Empire.		They also locate key battlefields using maps and atlases and discover where soldiers moved from to fight in the First World War.	migrated and settled in new places due to war through evacuation and the Kindertransport. Pupils also use maps of the world, atlases and globes to locate countries involved in the war.	as well as the natural resources that different countries possess and how this contributes to trade and tourism in different places. Pupils discover how land use has changed over time such as deforestation in the Amazon Rainforest and why mass migration changed uses of the land in times such as The Gold Rush in the USA.	
6 Science	Animals including humans - circulatory system, diet and exercise	Evolution and Inheritance	Light	Electricity		Living Things and their Habitats – classification.
6 Art	<p>Collage – create a stained-glass window collage in the style of Mark Chagall’s American Windows.</p> 	<p>Sculpture – Henry Moore. Create abstract sculpture using cardboard and paper folded in different ways. Artists: Jill Townsley and Henry Moore.</p>  	<p>Painting – create WW1 silhouettes on coloured backgrounds to show mood. Artist: Kara Walker (silhouettes)</p> 	<p>Textiles – cut and stitch patterns. Use sewing techniques. (Make do and Mend project) Artist: Hazel Bruce</p> 	<p>Drawing – draw buildings in cities showing depth, scale and perspective. Focus on Stephen Wiltshire’s cityscapes from memory.</p> 	<p>Printing – use printing and overprinting/layering to create a picture. Artist: Beatriz Milhazes and Ansel Adams.</p> 

<p>6</p> <p>Design & Technology</p>	<p>Industrial Revolution – understand how pulleys, gears and levers work and explore significant inventions of the Industrial Revolution.</p> 	<p>Cooking/product design from local industry (Mornflake/Kellogg's) – design, make and evaluate a new cereal bar and packaging.</p> 	<p>Cooking – Trench Stew. Compare with modern ingredients available. Why did they use those ingredients in WW1?</p> <p>Kitchen safety and hygiene.</p> 	<p>Make-do and Mend – sewing using scraps of material to produce an apron.</p> 	<p>Design and make a simple Ferris wheel using electrical components. (Use a motor)</p>  	
<p>6</p> <p>R.E.</p>	<p>61. Describe how and suggest why Hindus celebrate Diwali and Holi.</p> <p>65. Explain the Hindu idea of 'Karma' and how actions have consequences. Compare and contrast with similar values found in other religious/non-religious viewpoints studied</p>	<p>41. Explain the roles of 'Father, Son and Holy Spirit' (Trinity) in the Christian view of God.</p> <p>42. Identify why Christians say Jesus is the 'Son of God'; the 'Christ' & both 'God & man'.</p> <p>43. Describe ways in which Christians believe the Old</p>	<p>53. Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>54. Identify, describe and explain key Muslim beliefs related to Allah (God); marriage and life after death.</p> <p>55. Describe three ways in which Muslim</p>	<p>45. Suggest answers to questions that the resurrection of Jesus might raise.</p> <p>48. Describe how signs of salvation in a church reinforce the Christian idea of forgiveness.</p>	<p>62. Compare/contrast Hindu ways of welcoming a child with all religious/nonreligious views previously studied.</p> <p>64. Compare and contrast Hindu ways of understanding family with other religious/non-religious views about family.</p>	<p>Free choice Enquiry</p> <p>68. Compare & contrast what motivates people of a religious faith (e.g. Christian, Hindu and Muslim) and a non-religious belief to work together to impact UK society & the wider world</p> <p>69. Investigate by gathering, selecting, organising or refining questions and ideas</p>

		<p>Testament prophecies speak about Jesus.</p> <p>46 .Identify ways Christians believe God is with them in hard times e.g: prayer; worship; peace.(Use e.gs from different traditions).</p> <p>69. Investigate by gathering, selecting, organising or refining questions & ideas about religion/non-religious viewpoints.</p> <p>70. Suggest lines of enquiry & plan investigations into religious/non-religious viewpoints.</p>	<p>worship shows devotion to Allah making reference to life at home and in the mosque.</p> <p>56. Explain why the Qur'an is so important to Muslims.</p> <p>57. Analyse how the main features of a mosque explain Muslim key beliefs.</p>		<p>68. Compare & contrast what motivates people of a religious faith (eg Christian, Hindu and Muslim) and a nonreligious belief to work together to impact UK society & the wider world through environmental and global charities, e.g. Islamic Aid, Christian Aid.</p>	<p>about religion/non-religious viewpoints.</p> <p>70. Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</p>
6 Computing	<p>E-Safety - E-Safety - We are online safety ambassadors (6.1)</p> <p>Computing - Spreadsheets (Y6)</p>	<p>E-Safety - We will not share inappropriate images (6.2)</p> <p>Computing - Scratch Animated Stories (Y6)</p>	<p>E-Safety - We are online safety problem solvers (6.5)</p> <p>Computing - Film Making (Y6)</p>			

6 Music	<div></div> <p><u>LMT Unit 2, Year 6</u></p> <p><u>Musical Recycling</u></p> <p>To consider a range of ways that recycling can apply to musical performance and composition. To use recycled materials to make instruments, and also voices and found sounds within a group composing task.</p> <p><u>BBC TEN PIECES:</u></p> <p>1st Movement from Symphony No 5 by Ludwig Van Beethoven. https://www.bbc.co.uk/teach/ten-pieces/KS2-ludwig-van-beethoven-symphony-no-5-1st-movement/zrsf3k7</p> <p>‘A Night on the Bare Mountain’ by Modest Mussorgsky. https://www.bbc.co.uk/teach/ten-pieces/primary-music-ks2-mussorgsky-night-on-bare-mountain/zvw2t39</p>		<div></div> <p><u>LMT Unit 1, Year 6</u></p> <p><u>Codebreakers</u></p> <p>To explore a range of codes and how they can be used to create rhythms and melodies. To use these codes to produce a range of original music individually, in pairs and in groups.</p> <p><u>BBC TEN PIECES:</u></p> <p>‘The Lark Ascending’ by Vaughan Williams. https://www.bbc.co.uk/teach/ten-pieces/classical-music-vaughan-williams-lark-ascending/znwdbdm</p> <p>‘Overture’ by Grazyna Bacewicz. https://www.bbc.co.uk/teach/ten-pieces/classical-music-grazyna-bacewicz-overture/zf2k382</p>		<div></div> <p><u>LMT Unit 4, Year 6</u></p> <p><u>Music from the Stage and Screen</u></p> <p>To learn about the different features of music from the stage and screen. To use different techniques to compose own melodies for a set of lyrics.</p> <p><u>BBC TEN PIECES:</u></p> <p>‘Habanera’ from ‘Carmen’ by Georges Bizet. https://www.bbc.co.uk/teach/ten-pieces/georges-bizet-haranera-and-toreador-song-from-carmen-suite-no-2/z6phjv</p> <p>‘Abdelazer’ – Rondeau by Henry Purcell. https://www.bbc.co.uk/teach/ten-pieces/KS2-henry-purcell-abdelazer-rondeau/zmvyb82</p>
6 French	Revision - Greeting Conservations	Revision – Body Parts	Revision – Adverbs ‘voici’	Revision – Colours	Nouns – Sports Opinions

	<p>Verbs – Instructions</p> <p>Nouns – Animals</p> <p>Skills - To apply phonics and vocabulary knowledge to read and understand a story.</p>	<p>Revision - Verbs – To be and To have</p> <p>Adjectives – hair type, hair colour, height.</p> <p>Skills - To understand increasingly detailed descriptions.</p>	<p>Nouns – Family Members</p> <p>Possessive Adjectives – My</p> <p>Skills - To write increasingly detailed descriptions.</p>	<p>Nouns – Clothing</p> <p>Verb – To wear</p> <p>Skills - To be confident at applying adjective agreement.</p>	<p>Conjunction – because</p>	<p>Skills – To learn about further French speaking countries.</p>
6 P.E.	<p>Outdoor: Tag Rugby</p> <p>Indoor: Gymnastics</p>	<p>Outdoor: Hockey</p> <p>Indoor: Dance - Key Skills</p>	<p>Outdoor: Tennis/Table Tennis</p> <p>Indoor: Gymnastics</p>	<p>Outdoor: Athletics - Field</p> <p>Indoor: Dance - War and Remembrance Contemporary Dance</p>	<p>Outdoor: Athletics - Track</p> <p>Indoor: Gymnastics</p>	<p>Outdoor: Cricket</p> <p>Indoor: Dance - Bhangra</p>
6 RSE/PSHE	<p>Year 6 PSHE: Introducing Teddy by Jessica Walton</p> <p>L.O To show acceptance</p> <p>Year 6 RSE: Puberty and reproduction</p>	<p>Year 6 PSHE: Leaf by Sandra Dieckmann</p> <p>L.O To overcome fears about difference</p> <p>Year 6 Health and well-being: Preventing early drug use</p>	<p>Year 6 PSHE: The Island by Armin Greder</p> <p>L.O To consider causes of racism</p> <p>Year 6 RSE: Communication in relationships</p>	<p>Year 6 PSHE: Rose Blanche by Ian McEwan</p> <p>L.O To justify my actions</p>	<p>Year 6 PSHE: A day in the life of Marlon Bundo by Marlon Bundo</p> <p>L.O To consider democracy</p> <p>Year 6 RSE: Families, conception and pregnancy</p>	<p>Year 6 PSHE: King of the sky by Nicola Davies</p> <p>L.O To consider responses to immigration.</p> <p>Year 6 Health and well-being: Online relationships</p>



The Dingle Primary School