

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<p style="text-align: center;"><b>Fairgrounds</b> (DT)</p> <p style="text-align: center;"><b>Link to Victorians</b> (History)</p> <p>Curriculum Content:</p> <p><b>History</b> Describe the difference between the lives of the rich and the poor Use evidence to back up reason historical time periods. Makes links between some features of past societies and today. Understand why historical events can be interpreted in different ways Use timelines to place time periods and cultural movements Use the terms <b>Tudors, Stuarts, Victorians</b> and <b>today</b> s for changes within or across</p> <p><b>DT</b> To work with ingredients safely and hygienically To use a range of tools to cut ingredients To use a range of processes including kneading, mixing and shaping To use an oven with support To evaluate, adjust the product and re-evaluate.</p> <p><b>Art</b> Use watercol</p>	<p style="text-align: center;"><b>Tudors</b> (History and DT)</p> <p>Curriculum Content:</p> <p><b>History</b> Know when the Tudor period was and who the Tudors were Understand how the Tudors affected the exploration of other countries Know what changed in Britain during the Tudor time period Know Tudor culture and leisure (William Shakespeare) Identify how the Tudors affected our lives today.</p> <p><b>DT</b> Communicate design ideas using cross sections Design a product using computer aided design (Lego digital designing) Design a product as part of a team</p> <p><b>Computing</b> To understand how to debug a program to achieve a given aim To use sequence, repetition and when programming</p>	<p style="text-align: center;"><b>Rainforests</b> (Geography)</p> <p>Curriculum Content:</p> <p><b>Geography</b> 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 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 within North or South America</p> <p><b>Computing</b> I use technology respectfully and communicate kindly with others I can communicate and collaborate through a</p>	<p style="text-align: center;"><b>The Mayans</b> (History and Art)</p> <p>Curriculum Content:</p> <p><b>History</b> Study Mayan Civilization Understand the development of astronomy, calendar systems and writing Know and use Mayan art techniques</p> <p><b>Art</b> Recreates images through relief printing using card Use a variety of tools to add detail to a model.</p> <p><b>Computing</b> To understand how to debug a program to achieve a given aim To use sequence, repetition and when programming To solve problems by decomposing them into smaller parts To use variables and various forms of input and output To use logical reasoning to explain how algorithms</p>	<p style="text-align: center;"><b>Geo Giants</b> (Geography)</p> <p>Curriculum Content:</p> <p><b>Geography</b> 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) 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 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range</p>	<p style="text-align: center;"><b>Project Work</b> (Art)</p> <p style="text-align: center;"><b>To include: Story sacks</b> <b>Sports day</b></p> <p>Curriculum Content:</p> <p><b>Art</b> Embellishes, using a variety of techniques, including drawing, painting and printing Develops skills in embellishing, using stitching and appliqué techniques Stitches using cross stitch Stitching – using various needles to produce more complex patterns</p> <p><b>Computing</b> I understand how data is transferred between computers I understand how 'packet switching' helps to transfer data between computers I understand how data packets reach their destinations</p> <p><b>DT</b> To make a product with an electrical circuit To draw up an</p>

<p><b>Computing</b> I can talk about audience, atmosphere and structure when planning a particular outcome. I can combine a range of media, recognising the contribution of each to achieve a particular outcome. I can insert a hyperlink or QI code to direct a reader to a relevant website. I can insert hyperlinks to improve navigation within a document. I know how to create a strong password and keep it safe. I am aware of the dangerous of sharing too much online and can explain the potential consequences of this. I know that anything I post online can be seen and used which may affect others. I know how to protect my computer or device from any threats or viruses I can use advanced search options on a standard search engine (e.g. location, date) I understand and can use more complex ways of refining my search to give me better results (e.g. – minus –synonyms “exact phrase)</p> <p><b>RE</b> Identify and analyse inspirational religious leaders. Understand how these leaders inspired Identify what leaders do and their</p>	<p>To use variables and various forms of input and output</p> <p><b>RE</b> Develop ideas into life and its origin Explore the different beliefs into how life began. Begin to ask and discuss religious and philosophical questions Identify own beliefs into how life began and develop reasoning for this.</p> <p><b>Evolution and Inheritance Science</b> Understand that characteristics are passed from parents to their offspring. Consider what would happen if species were cross bred. Understand variation in animals over time and how this has enabled the animal to survive (giraffe’s neck or Arctic Fox fur) Research the work of <b>Charles Darwin, Mary Anning or Alfred Wallace.</b> Understand how living thing survive in extreme conditions.</p>	<p>network using a variety of tools such as a blog (e.g. wordpress)</p> <p><b>Computing</b> I can format cells so data is displayed correctly I can alter data and use this to answer What if...? Questions I can filter data to answer questions I can verify data to ensure that it has been entered correctly I can use formulae to create a database in a real life context.</p> <p><b>RE</b> Begin to express beliefs and values Understand own values and beliefs and compare these to others. Consider values and beliefs in a wider context (global issues) Choose appropriate ways to present their values and beliefs</p> <p><b>Living things and their habitats Science</b> Classify plants and animals in more detail</p>	<p>work</p> <p><b>RE</b> Develop a deeper understanding of worship and its importance in religious practice Understand why people worship and what worship is used for Recap rules of worship in religions Recap places of worship Recognise how worship can impact people’s lives</p>	<p>of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><b>Computing</b> I can search for physical places using Google maps I can identify a problem which can be solved by collecting data I can collect data in an efficient and accurate way I can make choices on how to best represent the data I can draw conclusions from data and use this to solve a problem. I can justify the choices made during the investigation and explain why other methods were not appropriate.</p> <p><b>RE</b> Develop reflection Discuss and respond to a range of human experiences and feeling. Begin to take time to think about own feelings and actions and how they have impacted their own life.</p>	<p>evaluation to be carried out by others</p> <p><b>RE</b> Religion in the community - Understand how religious families and communities practise their faith - Recognise the contribution religion has on the local community.</p> <p><b>Electricity Science</b> Explore the effect of different components within a circuit for example what will happen if we add another cell. Use conventional circuit symbols to represent a simple circuit diagram. Use the terms <b>current</b> and <b>voltage</b> when talking about their understanding of electricity.</p>
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	<p>beliefs Identify similarities in inspirational leaders.</p> <p><b>Animals including humans</b></p> <p><b>Science</b> Understand how the circulatory system enables the body to function. Describe the function of the <b>heart, blood vessels and blood.</b> Understand how some drugs and other substances can be harmful to the human body and learn how to keep their body healthy. Develop an understanding of the relationship between <b>diet, exercise, drugs, lifestyle and health</b></p> <p><b>ENRICHMENT:</b> Drayton Manor Black country museum</p>	<p>Analyse the advantage and disadvantages of different adaptations.</p>	<p>Understand that groups can be subdivided and carry out grouping into subdivisions using observations. Study the work of pioneers of classification such as <b>Carl Linnaeus</b> Research unfamiliar animals and plants from a range of other habitats (rain forest) and decide where they may go in the classification system</p> <p><b>ENRICHMENT:</b> Cadbury World</p>		<p><b>Light</b></p> <p><b>Science</b> Design and make a periscope to explore the idea that light travels in straight lines. Investigate the relationship between light sources, objects and shadows. Extend understanding of light by looking at colours on soap bubbles, objects looking bent in water and coloured filters</p>	
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