

Year 6 Planning Overview			
	Autumn	Spring	Summer
Topic title	A Child's War	Discovery and Exploration	My heart in Mexico
Drivers (past present future)	<p>Past: What was the impact of WWII on the lives of children?</p> <p>Present: How is war impacting the lives of children today?</p> <p>Future: How can we protect future children from war?</p>	<p>Past: What discoveries were made when explorers first travelled the worlds</p> <p>Present: Who are our modern-day explorers and where do they explore? (link to space y5)</p> <p>Future: Where will humans go next and how will we evolve?</p>	<p>Past: What did we learn from the Mayans? (Pok-a-tok, chocolate, calendar, gods etc)</p> <p>Present: How has life changed for people from this area? (Mexico)</p> <p>Future: The Mayans ended due to draught. How can we stop this from happening to others?</p>
Global themes covered	<p>Equity and Diversity – why are people not treated equally? (persecution)</p> <p>Human Rights – everyone has the right to be free</p>	<p>Environment – What can we do to help our environment? (icecaps)</p> <p>Aspiration – What are your aspirations? No limits</p>	<p>Being Healthy – Healthy heart</p> <p>Technology – clocks, building, chocolate</p>
Charity Link	World Wildlife Fund		
Visit/ experience linked to the topic	Holocaust Centre – Joint? Residential – Bude	West End Theatre – The Lion King & Natural History Museum	Warning Zones
Overall outcome for topic (showcase)	Presentation to parents to share their project	Create an animation to show evolution of man over time including how they think our bodies will evolve in the future – linking to Study Models What The Human Hand Would Look Like	Pop-up gallery showcasing topic

The Big Idea Long Term Learning Journey – Year 6

		If It Evolved For Gaming, Creates Nightmares (thegamer.com)	
Hook			
Key Texts	<p>Class read: Spring 1: Goodnight Mister Tom Spring 2: Once</p> <p>Rose Blanche Anne Frank Otto Autobiography of a Bear Letters from the Lighthouse Carrie's War The Lion and the Unicorn Our Castle by the Sea</p>	<p>Class read: The Explorer Boy in the Tower Ice Trap Shackleton's Journey Inside the Beagle The Origin of Species Charles Darwin Around the World Adventure Island Moth</p>	<p>Class read: Summer 1: Wonder Summer 2: Some Places more than others</p> <p>Rain player The Maya Infographics The Chocolate Tree The Great Kapok Tree The Corn Grows Ripe The History detectives: Mayan Civilisation</p>
English/Phonics	<p>Newspaper – related to war Explanation Historical story (Otto Autobiography of a Bear or the Arrival) Narrative alternative ending (Rose Blanche)</p>	<p>Poetry mountains (Dreadful Menace Literacy Shed) Newspaper Ernest Shackleton (Shackleton's journey) Discussion on endangered animals (Can We Save the Tiger?) Narrative on nature (The promise) Charles Darwin Biography</p>	<p>Summer 1: Diary (Day of The Dead Festival) Persuasive letter (Little Freak Literacy Shed) Essay (Rain Player) Poetry transition (Some place more than others) Drama - production</p>
Theme links to Maths			

Focus Subjects	Block 1	<p>History</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> • Pupils should understand how our knowledge of the past is constructed from a range of sources • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I know how to read and use a timeline • I know key dates during WW2 • I know what a secondary source is • I know what a primary source is • I know key figures during WW2 • I can summarise the main events from a period of history, explaining the order of events and what happened • I can summarise how Britain has had a major influence on the world • I can describe a key event from Britain’s past using a range of evidence from different sources • I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently) • I can identify and explain propaganda <p>Challenges</p>	<p>Geography</p> <p>National Curriculum Objectives</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region within North or South America <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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>Granular Knowledge</p> <ul style="list-style-type: none"> • I know how to read and use maps and atlases • I can use Ordnance Survey symbols and 6 figure grid references • I know the continents • I can describe how some places are similar and dissimilar in relation to their human and physical features • I can name the largest desert in the world and locate desert regions in an atlas • I can identify, locate and name the Arctic and Antarctic Circles • I can explain how time zones work and calculate time differences around the world • I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like <p>Challenges</p> <ul style="list-style-type: none"> • I can collect statistics about people and places from field work or research and analyse data looking for trends 	<p>History</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> • Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information • a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900 <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I know key dates during the Maya • I know key figures in the Maya • I can describe the features of historical events and way of life from periods I have studied; presenting to an audience • I can place features of historical events and people from the past societies and periods in a chronological framework • I can identify and explain differences, similarities and changes between different periods of history <p>Challenges</p> <ul style="list-style-type: none"> • I can create their own hypothesis about the past, formulating their own theories about reasons for change • I can use a range of concepts and ideas to compare and critically analyse events from the past
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			I can interpret other people's arguments for change, analysing and evaluating their viewpoints	
	Subject Outcome 1	History: Double page spread: how the war impacted on British Lives	Geography: World maps Make a biome to represent accurately represent a habitat	History: Mayan Civilization Video presentation as a Mayan to explain why their civilisation ended (drought) and how we can help others today

Block 2	Subject Outcome 2	<p>Science – Light</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> 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>Granular Knowledge</p> <ul style="list-style-type: none"> I can explain how light travels I can explain and demonstrate how we see objects I can explain why shadows have the same shape as the object that casts them I know how light travels I know why there are shadows I know the different components that make up an electric circuit I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc <p>Challenges</p> <ul style="list-style-type: none"> I can explain how different colours of light can be created I can use and explain how simple optical instruments work (periscope, telescope, binoculars, mirror, magnifying glass, Newton’s first reflecting telescope) I can explore a range of phenomena, including rainbows/ Northern Lights 	<p>Science – Evolution</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> 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>Granular Knowledge</p> <ul style="list-style-type: none"> I can describe how the earth and living things have changed over time I can explain how fossils can be used to find out about the past I can link adaptation over time to evolution I can explain evolution I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) I can explain how animals and plants are adapted to suit their environment <p>Challenges</p> <p>I can research and discuss the work of famous scientists, such as Charles Darwin, Mary Anning and Alfred Wallace</p>	<p>Science</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> 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. <p>Granular Knowledge</p> <ul style="list-style-type: none"> I can identify the main parts of the human circulatory system I can describe the function of the heart, blood vessels and blood I can discuss the impact of diet, exercise, drugs and lifestyle on health I can describe the ways in which nutrients and water are transported in animals, including humans I know and can name the main parts of the human circulatory system <p>Challenges</p> <ul style="list-style-type: none"> I can explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies I can compare the organ systems of humans to other animals I can name and locate the major organs in the human body and make a diagram of the human body and explain how different parts work and depend on one another
		<p>Science: Light & Electricity (3 weeks) Blackout link – what are the best materials to block light so that our house does not get bombed</p>	<p>Science: Evolution Presentation: impact of Darwin</p>	<p>Science: The human body Double page spread of the heart</p>

	Block 3	<p>PSHE: My Emotions</p> <p>Lesson breakdown</p> <ul style="list-style-type: none"> • Understanding and managing feelings and the impact they can have. • Concentrating on individual emotions – boredom, worry and stress. • Problem solving. • Getting support • Building confidence and being assertive. • Processing the learning. <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • be able to recognise and describe feelings in themselves and others, including mixed emotions and moods. • be able to communicate effectively how they are feeling, including reasons for that feeling. • regularly use some strategies to manage their feelings, including calming and relaxing themselves. • begin to develop strategies for understanding and responding sensitively to others’ emotions. • use some strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful. • understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help. • be able to use a simple problem-solving process and sometimes support others to do so too. • know what it feels and looks like to be assertive and understand some situations where being assertive might be important. <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> • be able to recognise and communicate how they are feeling, including how strong that feeling is and whether it is comfortable or uncomfortable. • be able to recognise and describe feelings in others and have some ideas for how to respond sensitively. 	<p>Science – Living things and their habitats</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can classify living things into broad groups according to observable characteristics and based on similarities & differences • I can describe how living things have been classified • I can give reasons for classifying plants and animals in a specific way • I can readily group animals into reptiles, fish, amphibians, birds and mammals • I can explain why classification is important <p>Challenges</p> <ul style="list-style-type: none"> • I can explain how some living things adapt to survive extreme conditions and analyse the advantages/disadvantages of specific adaptations, e.g. being on 2 rather than 4 feet • I can sub divide their original groupings and explain their divisions, such as vertebrates and invertebrates 	<p>Geography</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region within North or South America
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		<ul style="list-style-type: none"> • have developed some strategies to deal with their own strong, changeable or mixed emotions and with feeling overwhelmed. • understand that how they feel can affect how they approach relationships and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind where this is helpful. • begin to use a simple problem-solving process, sometimes without support, and have some strategies to calm themselves down to be ready to solve a problem. • know what it feels and looks like to be assertive and when being assertive might be appropriate. <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> • be able to communicate effectively how they are feeling and why. • understand and be able to respond sensitively to the feelings of others. • use a range of strategies to help them manage difficult emotions, including feeling overwhelmed, and help others to do this too. • understand when and how to regain a positive frame of mind, and what to do if this is difficult. • understand and use a simple problem-solving process and support others to do so. • begin to demonstrate assertiveness skills in situations when it is important to do so. 		
	<p style="text-align: center;">Subject Outcome 3</p>	<p>PSHE: Produce a TV or radio programme on assertiveness/ stress/ worry/ moods and mixed emotions/ being overwhelmed/ problem solving etc to show what they have learned; an information and advice booklet, leaflet or electronic presentation on the topic or devise a Board game using their knowledge and understanding.</p>	<p>Science: Living things and their habitats Double page spread: why animals choose to live in certain environments and how they are adapted to survive there</p>	<p>Geography: North and South America Create a Sway presentation to persuade people to come to Mexico</p>

	Block 4	<p>Music National Curriculum Objectives</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can sing in harmony confidently and accurately • I can perform parts from memory • I can take the lead in a performance • I can use a variety of different musical devices in my composition (including melody, rhythms and chords) • I know that music has a history • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created • I can analyse features within different pieces of music • I can compare and contrast the impact that different composers from different times have had on people of that time <p>Challenges</p> <ul style="list-style-type: none"> • I can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together • I can show how a small change of tempo can make a piece of music more effective • I can use the full range of chromatic pitches to build up chords, melodic lines and bass lines • I can appraise the introductions, interludes and endings for songs and compositions I have created 	<p>PSHE: Diversity and Communities & Drug Education</p> <p><u>Diversity and Communities</u></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • be able to recognise aspects of their identity and understand how other people can influence their perception of themselves • be able to describe the ethnic make-up of their community and different groups that live in Britain • recognise the negative effects of stereotyping and prejudice • know about how they and others, including volunteers, contribute to the community • understand about the role of the media and its possible influences • understand some ways of caring for the environment and the contribution they can make. <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> • be able to describe aspects of their identity, and understand that their perceptions of themselves can change • be able, with support, to describe aspects of the ethnic make-up of their community and of Britain • recognise aspects of stereotyping and prejudice • understand they have a role in their community, to which many people make a contribution • recognise different forms of the media and that it can influence people • understand, with support, some ways of caring for the environment. <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> • be able to describe confidently a range of aspects of their identity, and how their and other people's perceptions of themselves are influenced by others • be able to describe the make-up of their community and the range of nationalities, cultures and ethnic groups that live in Britain 	<p>PSHE: Personal Safety</p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • be able to identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe • be able to identify the qualities that make a safe 'network' person • be able to seek help from an adult in their Network of Support and know when to review their network • be able to judge whether a secret is a safe or unsafe • be able to identify behaviours that constitute abuse and neglect • be able to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies • be able to contribute to discussions about assessing risk. <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> • be beginning to identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe • be able, with support, to identify the qualities that make a safe 'network' person • be able to seek help from an adult in their Network of Support and, with support, know when to review their network • be beginning to judge whether a secret is a safe or unsafe • be able, with support, to identify behaviours constituting abuse and neglect • be able, with support, to identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies • be beginning to contribute to discussions about assessing risk. <p>Some pupils will have progressed further and will:</p>
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			<ul style="list-style-type: none"> • recognise and know how to challenge stereotyping and prejudice, and support others to do so • know about their own role in the community, and also about the contribution made by others, including voluntary organisations and volunteers • know about the media and its possible influences on themselves and their community • understand the needs of the environment and ways in which they and others can care for it. <p><u>Drug Education</u></p> <p>At the end of this unit most pupils will:</p> <ul style="list-style-type: none"> • be able to categorise drugs as medical, non-medical, legal and illegal • understand the possible physical and psychological effects of some drugs • understand the roles of medicines and immunisations • recognise some reasons why people use and misuse drugs and be able to suggest some alternatives • understand some of the laws relating to drugs • have begun to recognise influence and pressure and have related this to peers and the media • be able to identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information. <p>Some pupils will not have made so much progress and will:</p> <ul style="list-style-type: none"> • be able to categorise key drugs as medical, non-medical, legal and illegal • have a basic understanding of the possible physical and psychological effects of some drugs • have a basic understanding of the roles of medicines and immunisations • show a basic understanding of some of the laws relating to drugs. • with support, share a couple of reasons why some people use and misuse drugs and suggest alternatives • have begun to understand how they can be influenced and persuaded by others 	<ul style="list-style-type: none"> • confidently identify their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe • be able to identify the qualities that make a safe 'network' person, confidently approach adults in their Network of Support for help and advice and regularly review their network. • be able to assess whether a secret is a safe or unsafe • be able to clearly identify behaviours that constitute abuse and neglect • be able to clearly identify touches which break personal boundaries, both theirs and others, and understand that no-one should touch the intimate parts of their bodies • be able to contribute actively to and lead discussions about assessing risk.
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			<ul style="list-style-type: none"> • be able to identify clear risks and choose simple risk management strategies knowing where they can get trusted support. <p>Some pupils will have progressed further and will:</p> <ul style="list-style-type: none"> • be able to categorise, with confidence, a wide variety of drugs as medical, non-medical, legal and illegal • show understanding of the possible physical and psychological effects and harm caused by a number of drugs on users and others in society • be able to explain multiple uses of medicines and immunisations • have a more detailed knowledge of the laws relating to drugs • have a broad understanding of the range of reasons why some people use and misuse drugs and share a number of alternatives • understand influence and pressure and have related this to peers and the media • be able to identify risk and risk management strategies and know where they can get support and reliable, accurate information. 	
	Subject Outcome 4	<p>Music Analyse different songs from then and create a playlist that would boost morale in wartime today</p>	<p>PSHE: Diversity and Communities Ask the children to write a poem about possible negative effects of stereotyping, drawing on what they learned from the Only Human film.</p> <p>Drug Education: Undertake research about a drug. E.g. caffeine, cannabis, paracetamol, insulin or you may allow them a free choice. Investigate the legal status of the drug, how it gets into the bloodstream and its potential effects on the body and brain. This information could be presented to the rest of the class.</p>	<p>PSHE: Personal Safety Ask the children to create a leaflet, poster, story or short film for a younger audience about an aspect of online safety. This activity can be used to assess children’s understanding of online risks and how they can stay safer online.</p>

	Block 5	Project: Consolidation of key knowledge and skills:	Project: Consolidation of key knowledge and skills:	Project: Consolidation of key knowledge and skills:
	Subject Outcome 5	Project: impact of war: refugees: forced migration/ conflict induced displacement today D&T (Adele)	Project: endangered animals: how do we protect animals at risk of becoming extinct and what is the impact of animals that now are extinct?	Project: do all countries have the right to independence and how do they get it? (Wall between Mexico and USA – what impact will this have on Mexico? Where are the similarities to other countries? Cyprus & Turkey, England and Scotland, North and South Korea)
RE Unit		What difference does it make?	What do religions say to use when life gets hard?	Is better to express beliefs in art or charity? What matters most to Christians and humanists?
RE Unit Outcome:		<ul style="list-style-type: none"> ☑ Make connections between beliefs and behaviour in different religions (A1). ☑ Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). ☑ Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). ☑ Consider similarities and differences between beliefs and behaviour in different faiths (B3). 	<p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <ul style="list-style-type: none"> ☑ Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). ☑ Explain some similarities and differences between beliefs about life after death (B2). ☑ Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). 	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <ul style="list-style-type: none"> ☑ Describe some Christian and Humanist values simply (B3). ☑ Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). ☑ Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).
ART/ D&T Unit (covered by expert teacher)				<p>Art</p> <p>National Curriculum Objectives</p> <ul style="list-style-type: none"> • Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas

			<ul style="list-style-type: none"> • 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 <p>Granular Knowledge</p> <ul style="list-style-type: none"> • I can explain why I have used different tools to create art • I can explain why I have chosen specific techniques to create my art • I know different artists choose different resources for effect • I can explain the style of my work and how it has been influenced by a famous artist • I know what over printing is • I can over print to create different patterns • I can use a range of e-resources to create art • I can record my ideas in a sketchbook • I can use feedback to make amendments and improvement to my art <p>Challenges</p> <ul style="list-style-type: none"> • I can demonstrate an understanding of the 'Creative Process' by managing my time effectively, practicing skills, and actively enquiring how to make improvements • I am able to work independently, confidently and take creative risks in my work • I can explain my own style of art and identify a range of influences E.g mood, events, geography, nature, history
Subject Outcome 6:	D&T: Wartime cooking	Darwin inspired drawings of animals	Art – inspired by Day of the Dead – UV and colours?

Computing (covered by expert teacher)			
Subject Outcome 7:			