		Autumn					Spring			Summer		
Year 6	Topic	Conflict					Crime and Punishment		Environments	Storms, shipwrecks and survival		
	Concepts	Identity	Respect	Peace	Integration	Prejudice	Change/ transformation	Diversity	Sustainability	segregation	resilience	Adversity
	Objective	WWII	History Vocabulary • Understand the difference between century and decade Chronological understanding • Place current studies on a timeline, including other studies previously taught • Sequence key events, objects and people within the topic covered e.g. WWII timeline Interpretations • Offer reasons for different versions of events and suggest which is most accurate and why Historical enquiry and evidence • Compare, link and choose sources together to reach a conclusion or create a fluent account Geography Location/direction • Identify the similarities and differences of the human and physical geography of the UK (as an island) and another area of Europe • Quickly identify countries on maps of Europe and the world, particularly areas studied across the curriculum					Crime and Punishment	History - Extended Chronological study Vocabulary • Understand the difference between century and decade Chronological understanding • Place current studies on a timeline, including other studies previously taught • Sequence key events, objects and people within the topic covered e.g. WWII timeline Historical knowledge • Compare beliefs and behaviour across time periods and how this has had an impact on the time (crime and punishment) Interpretations • Explain why a society, person or event has significance e.g. what is the significance of the Greek's achievements? Do the Greeks matter?		Titanic Shackleton's Journey	Geography Location/direction • Identify the similarities and differences of the human and physical geography of the UK (as an island) and another area of Europe • Quickly identify countries on maps of Europe and the world, particularly areas studied across the curriculum (through lesson starters and quick games) Art - painting • Demonstrate a secure knowledge of primary, secondary, warm, cold, complimentary and contrasting colours • Make and match colours with accuracy and create shades with black added, tint with white added and tone with grey added	

		Ancient Greece	DT Design – focus on designing, making and evaluating Cooking and nutrition • Adapt a recipe by adding or substituting one or more ingredients • Chopping, cutting, peeling, grating, spreading, mixing, kneading History Vocabulary • Understand the difference between century and decade Chronological understanding • Place current studies on a timeline, including other studies previously taught • Sequence key events, objects and people within the topic covered Interpretations • Explain why a society, person or event has significance e.g. what is the significance of the Greek's achievements? Do the Greeks matter? Art Felix After the Rain • Make and match colours with accuracy and create shades with black added, tint with white added and tone with grey added • Work with a variety of tools and techniques and explain their use within the work clay pots • Use sketch books to collect, record and evaluate ideas		• Offer reasons for different versions of events and suggest which is most accurate and why Historical enquiry and evidence • Compare, link and choose sources together to reach a conclusion or create a fluent account Science - Light • Recognise that light appears to travel in straight lines • Use the idea that light travels in straight lines to create diagrams to explain that objects are seen because they give out or reflect light into the eye (Y3 previous learning) • 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 (Y3 previous learning) • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (Y3 and Y5 previous learning – shadow size investigation completed in Y3) Art - light Developing ideas and evaluating • Ask and answer questions about their work with reference to the style of an artist/artistic movement/theme • Adapt their work based on feedback and annotation and explain where they have done this through		• Work with a variety of tools and techniques and explain their use within the work • Use sketch books to collect, record and evaluate ideas • Use a range of media to create a specific artistic goal • Learn about great artists, architects and designers Science 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 (Y4 previous learning on circuits) • Use recognised symbols when representing a simple circuit in a diagram. (Y4 previous learning on circuit DT Computer programming

		Bikeability/ Project Managers Week	• Use a range of media to create a specific artistic goal • Develop skills in clay using tools to create incisions and different reliefs • Describe their work and how it has been constructed using a variety of materials PE • Bikeability (4 days) Geography Geographical enquiry • Suggest questions to investigate about a place • Draw conclusions from data collected and presented Geographical skills and fieldwork • Collect data about an area, including the use of data logging equipment • Select sources of information for different purposes and explain their choices Maps (using, drawing and representation) • Select a map from a selection for a specific purpose and evaluate its usefulness • Begin to use the other information within atlases to find out other features e.g. the wettest part of the world or the largest population in the world • Describe and use key symbols on an OS map (explorer) • Confidently use the 8 points of a compass • Plan a route using an OS map • Use six figure grid references to locate, identify and name places	Environments	annotation, including how they would develop it further Drawing • Draw for a sustained period of time a group of objects and describe the tone, line, shape, colour, texture and pattern • Demonstrate a wide variety of ways to make marks using dry and wet media • Work in a sustained and independent way from experience, imagination and observation 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 (Y2 and Y4 previous learning) • Give reasons for classifying plants and animals based on specific characteristics. Evolution and inheritance (Link to PSHE) • 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		• Complex electrical circuits can be used to create an electrical product • Program a computer to monitor changes in the environment Enterprise Project Focus on designing, making and evaluating Textiles • A 3D textile product can be made from a combination of fabric shapes Computing Data collection • Interpret any data that has been collected • Demonstrate using a range of formulas on a spreadsheet • Present data collected in appropriate ways • Demonstrate different ways of showing data on a range of different apps/software (Pie Chart, Bar Chart etc.) PE Lakeside/ onsite OAA • Take part in outdoor and adventurous activity challenges both individually and within a team

		Science Week	Scale and distance • Use scales on a map to measure distances Computing: Data collection • Interpret any data that has been collected • Demonstrate using a range of formulas on a spreadsheet • Present data collected in appropriate ways Science 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.		environment in different ways and that adaptation may lead to evolution Geography Human and physical • Understand how climate and vegetation are connected to biomes • Can describe the climate of a region and how plants and animals have adapted to it • Can explain some ways biomes are valuable, under threat and how they can be protected e.g. ocean biome • Select a map from a selection for a specific purpose and evaluate its usefulness • Begin to use the other information within atlases to find out other features e.g. the wettest part of the world or the largest population in the world • are selected and ranked		
PSHE Unit key questions		Relationships How do relationships change as we grow? When can a friendship become unhealthy?		Living in the Wider World What is discrimination? How can I lose money?		Health and Well Being How can I cope with change? Where did I come from? TRANSITION	
RE		Creation and Science: Conflicting or complementary? Why do some people believe in God and some people not?		For Christians, what kind of king is Jesus? Why do Hindus want to be good?		What do Christians believe Jesus did to 'save' people? How does faith help when life gets hard?	

Computing (Teach computing units) See online safety plan and progression for 'Get Connected Weeks'	Keyboard/Microsoft skills Programming A – variables in games	Creating media – 3D modelling Data and information – spreadsheets	Programming B – sensing Creating media – Webpage creation
French	School life Time and preferences	Numbers 60-100 Shopping Likes and dislikes – leisure time	Eating out Consolidation and extended writing opportunity
Recovery curriculum	~~History~~ • Consider ways to check the accuracy of interpretations – is it fact, fiction or opinion? Geography • Draw a sketch map, using OS symbols and key • Continue to use a range of written, numerical and visual sources to gather information Art • Plan to create different effects and textures, using different paint and tools e.g. blocking colours, washes, thickened paint e.t.c. • Experiment with using batik safely or paste resist •		Science • Describe the life process of reproduction in some plants and animals [with SRE] • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird [homework after SATs] • Describe the changes as humans develop to old age [PSHE] • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. (link to DT) DT • Cams and pulleys