Enriching Lives: Unlocking Potential

High Expectations. Integrity. Nurturing. Always Learning. Working Together. Taking Responsibility – No Excuses

Term	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
Topic Title	WW2		Natural Disasters		Human Rights	
Text						

		Autumn 1 / Autumn 2	Spring 2 / Spring 2	Summer 1 / Summer 2
Year 6	History	**L.O. to investigate and interpret the past** • use sources of evidence to deduce information about the past • show an awareness of concept of propaganda and how historians must understand the social context of evidence studied • refine lines of enquiry as appropriate **L.O. to build an overview of world history** • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children **L.O. to understand chronology** • identify periods of rapid change in history and contrast them with times of relatively little change • use dates and terms accurately in describing events **L.O. to communicate historically** • use appropriate historical vocabulary to communicate including: dates, time period, era, chronology,	**L.O. to investigate and interpret the past** • use sources of information to form hypotheses about the past • understand that no single source of evidence gives the full answer to questions about the past	**L.O. to build an overview of world history** • compare some of the times studied with those of the other areas of interest around the world • describe the social, ethnic, cultural or religious diversity of past society • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children **L.O. to understand chronology** • describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural N/A

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		continuity, change, century, decade, legacy		
	Geog	**L.O. to investigate places** • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.	**L.O. to communicate geographically** • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	**L.O. to investigate patterns** • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent
	Art and Design	**L.O. to master techniques** **Painting** • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.	**L.O. to master techniques** **Collage** • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. **L.O. to develop ideas** • Comment on artworks with a fluent grasp of visual language.	**L.O. to master techniques** **Drawing** • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).

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		L.O. to take inspiration from the greats (classic and modern) • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Create original pieces that show a range of influences and styles. **L.O. to develop ideas** • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book	• Collect information, sketches and resources and present ideas imaginatively in a sketch book.	• Use lines to represent movement. **L.O. to take inspiration from the greats (classic and modern)** • Show how the work of those studied was influential in both society and to other artists. • Create original pieces that show a range of influences and styles. **L.O. to develop ideas** • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.

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D&T	**L.O. to master techniques** **Materials** • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). **L.O. to make, design, evaluate and improve** • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit) • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.	N/A	**L.O. to master techniques** **Textiles** • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). **Art (cross curricular)** **L.O. to master techniques** **Textiles** • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. **L.O. to make, design, evaluate and improve** • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)

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		L.O. to take inspiration from design throughout history • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Evaluate the design of products so as to suggest improvements to the user experience.		• Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. **L.O. to take inspiration from design throughout history** • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Evaluate the design of products so as to suggest improvements to the user experience. • Create innovative designs that improve upon existing products.
	RE	*Study the beliefs, festivals and celebrations of Christianity. • Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. • Study three of the major six religions not studied in depth in order to gain a brief outline. • Study other religions of interest to pupils		
		L.O. To understand beliefs and teachings SMSC1 & SMSC3 • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.	**L.O. To understand how beliefs are conveyed** SMSC1 & SMSC3 • Explain some of the different ways that individuals show their beliefs. **L.O. To understand values** • Explain why different religious communities or individuals may have	**L.O. To reflect** SMSC1 • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions.

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		L.O. To understand practices and lifestyles SMSC1 & SMSC3 • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. • Show an understanding of the role of a spiritual leader.	a different view of what is right and wrong. SMSC1 & SMSC3 • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). BV7 • Express their own values and remain respectful of those with different values.		• Explain why their own answers to ultimate questions may differ from those of others. BV6	
	Computing	If, If then and else statements Use variables and operators to terminate loops **L.O. to code** • Variables and lists: use lists to create a set of variables • Control: Use IF THEN ELSE conditions to control events or objects • Operators: Use the Boolean operators to define conditions: () < () ; () = () …	Design and writes modular programs **L.O. to code** • Variables and lists: use lists to create a set of variables • Control: Use IF THEN ELSE conditions to control events or objects • Operators: Use the Boolean operators to define conditions: () < () ; () = () …	Create a data base: significant natural disasters of last 20 years. (Geography/Computing) **L.O. to collect** • Select appropriate applications to devise, construct and manipulate data and present it in a n effective and professional manner.	Create a Wiki (English) **L.O. to connect** • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand the effect of online	Plan a new product using 3D modelling software Art/DT/Computing **L.O. to communicate** • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or	Develop, market and sell product. (English/computing/DT) **L.O. to communicate** • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications

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		• Use the reporter operators to perform calculations …	• Use the reporter operators to perform calculations …		comments and show responsibility and sensitivity when online.	efficient communications
	PE	**L.O. to develop practical skills in order to participate, compete and lead a healthy lifestyle** **Games** • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.	**L.O. to develop practical skills in order to participate, compete and lead a healthy lifestyle** **Dance** • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).		**L.O. to develop practical skills in order to participate, compete and lead a healthy lifestyle** **Gymnastic** • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright).

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Science	**L.O. to investigate light and seeing** • Understand 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 eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • 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. **L.O. to investigate sound and hearing** • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.	**L.O. to understand electrical circuits** • 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. **L.O. to work scientifically** • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests **L.O. to work scientifically** • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.	**L.O. to understand animals and humans** • To understand basic facts about pregnancy and the reproductive system. *Clued up for growing up resource 'Your Mummy Ate My Football L1/L2.'* • Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans. **L.O. to understand evolution** • 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,

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		L.O. to work scientifically • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.		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.
	Brilliant Beginning	World War II experience -write a letter home -maths (pricing rations) -code cracking -art project Tuesday 9th?	Experience Day -Making volcanoes	Think Tank
	Fabulous Finish	Visit Cannock Chase	Parent Assembly	Writing Workshop (author visitor?)