



Year 6 Curriculum Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities Topic Titles	Could you survive?	Can you have a balance of power?	Is the earth fractured or flourishing?	What if the Mayans never existed?	What if the Mayans never existed?	Does the punishment fit the crime?
History	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – Mayan civilization 	<ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – Mayan civilization 	<ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Geography	<ul style="list-style-type: none"> • describe and understand key aspects of: physical geography- climate zones, biomes • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 the 8 points of a compass, 4- and 6-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 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 	<ul style="list-style-type: none"> • 		



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Art Kapow	Photography (5 lessons) Developing photography skills, exploring composition, colour, light, abstract images and underlying messages.		Make my voice heard (5 lessons) Looking at the works of artists Picasso and Kollwitz and, through the mediums of graffiti, drawing, painting and sculpture, creating their own artworks that speak to the viewer.		Still life (5 lessons) Creating a variety of pieces influenced by different artists using a range of mediums and using charcoal, erasers and paint to depict a composition of special objects.	
Design Technology Kapow		Textiles: Waistcoats (4 lessons) Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a person or purpose of their choice.		Structure: Playgrounds (4 lessons) Designing and creating a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils visualise objects in plan view and get creative with their use of natural features.		Digital world: Navigating the world (4 lessons) Programming a navigation tool to produce a multifunctional device for trekkers. Combining 3D objects to form a complete product in CAD 3D modelling software and presenting a pitch to 'sell' their product.
Music Charanga	Charanga Year 6 Scheme Happy	<ul style="list-style-type: none"> develop an understanding of the history of music. Charanga Year 6 Scheme Classroom Jazz 2	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations (Compose own music representing the Earth's demise or something like that!) Charanga Year 6 Scheme A New Year Carol	<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (South American music) Charanga Year 6 Scheme You've Got a Friend	<ul style="list-style-type: none"> Compose using standard musical notation Charanga Year 6 Scheme Music and Me	<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 (Leavers' production) Charanga Year 6 Scheme Reflect, Rewind and Replay



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Computing Kapow	<ul style="list-style-type: none"> Look at games and activities designed to attract younger children such as year one pupils. Create a suitable game for a younger audience using Scratch, Logo and / or 2DIY 3D. 	<ul style="list-style-type: none"> Pupils try to recognise the difference between good and poor web content and learn about how to evaluate websites effectively. Experience hoax or fake online content. 	<ul style="list-style-type: none"> Pupils learn to consider that online activity leaves a digital footprint and that this is related to material that is both uploaded and downloaded. 	<ul style="list-style-type: none"> How spreadsheets can be used in real life situations to handle large amounts of numerical data and how they can be used to manage financial information. 	<ul style="list-style-type: none"> Gorilla level coding through 2Code in Purple Mash on computer or iPad. Creating more sophisticated programming sequences through guided activities and creative free coding. 	<ul style="list-style-type: none"> Watch and listen to and then discuss some news content via the internet. In groups, pupils write, produce and edit a short news programme for an audio or visual media.
Science	<ul style="list-style-type: none"> Living things and their habitats <i>(Living things – what’s the same and what’s different? Part 2)</i> 	<ul style="list-style-type: none"> Electricity <i>(Can we vary the effects of electricity?)</i> 	<ul style="list-style-type: none"> Evolution and inheritance <i>(How do living things change over time and place?)</i> 	<ul style="list-style-type: none"> Science Investigators 	<ul style="list-style-type: none"> Light <i>(How do we see?)</i> 	<ul style="list-style-type: none"> Animals including humans <i>(How do our choices affect how our bodies work?)</i>
French Salut	<ul style="list-style-type: none"> Unit Q – In France 	<ul style="list-style-type: none"> Unit P - Actions 	<ul style="list-style-type: none"> Unit R - Family 	<ul style="list-style-type: none"> Unit S – A Weekend with Friends 	<ul style="list-style-type: none"> Unit T – The Future 	<ul style="list-style-type: none"> Unit U - Jobs
PE REAL PE	<ul style="list-style-type: none"> Unit 1 – Throw Tennis/Endball 	<ul style="list-style-type: none"> Unit 2 – Seated Volleyball/Scorpion Handball 	<ul style="list-style-type: none"> Unit 3 – River Crossing/ Kabadi 	<ul style="list-style-type: none"> Unit 4 – Jump-ball/Jump, Roll, Balance 	<ul style="list-style-type: none"> Unit 5 – Beanbag Raid/Dodgeball 	<ul style="list-style-type: none"> Unit 6 – Throlf / Scatterball
RE POW visit: Jewish Synagogue	<ul style="list-style-type: none"> If God is Everywhere, why go to a place of worship? (Hinduism, Judaism) 	<ul style="list-style-type: none"> What kind of a king is Jesus? 	<ul style="list-style-type: none"> Was Jesus the Messiah? 	<ul style="list-style-type: none"> What difference does the resurrection make to Christians? (Salvation, Easter) 	<ul style="list-style-type: none"> What do religions say to us when life gets hard? (Hinduism, Islam) 	<ul style="list-style-type: none"> Creation and Science: conflict or complimentary?
PHSE Jigsaw	Being Me In My World 1. My Year Ahead 2. Being a Global Citizen 1 3. Being a Global Citizen 2 4. The Learning Charter 5. Our Learning Charter	Celebrating Differences 1. Am I normal? 2. Celebrating difference 3. Power struggles 4. Why bully? 5. Admiration Accolades 6. Assessment opportunities	Dreams and Goals 1. Personal Goals 2. Steps to Success 3. My Dream for the World 4. Fundraising 5. Helping to make a difference 6. Recognising our achievements	Healthy Me 1. Taking responsibility for my health 2. Drugs 3. Exploitation 4. Gangs 5. Emotional/Mental health 6. Managing Stress	Relationships 1. What is mental health 2. My mental health 3. Love and loss 4. Power and control 5. Being Online: Real or Fake? Safe or Unsafe? 6. Using Technology Responsibly	Changing Me 1. My self-image 2. Puberty 3. Babies 4. Boyfriends/Girlfriends 5. Real and ideal self-image 6. The year ahead