

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths						
Literacy						
History	-	-	-	-	<p>Ancient Greece Main focus – a study of Greek life and achievements and their influence of the western World Key processes/skills – chronology, key features of period, significance, impact on Britain and the western World, enquiry and interpretations Key Questions and objectives Where and when was ancient Greece? about the location, climate and terrain of Greece to place the ancient Greek civilisation in time that the ancient Greek civilisation occurred 'Before Christ' that ancient Greece consisted of city states What were the similarities and differences between Athens and Sparta? what is meant by democracy some of the ideas of</p>	<p>Non European study e.g. Mayan civilization Main focus – a study of a non-European society that provides a contrast with British history Key processes/skills – chronology, key features of period, similarities and differences, connections, contrasts and trends over time and enquiry and interpretations Key Questions and objectives Where did the World did the Mayas live? When did the Mayan civilisation appear? To identify areas where the Mayas and Aztecs lived To put Aztec and Mayan civilisations of a time line in relation to other studies To develop chronological understanding of world history To discover some facts about the Mayan people What did the Mayans believe in? To look at the</p>

					<p>people living in Athens and Sparta</p> <p>What made ancient Greek fighters so powerful? to infer information about Greek wars and warfare from illustrations and maps</p> <p>Was the battle of Marathon a great victory for the ancient Greeks the main characters and events of a key battle that the battle may be interpreted indifferent ways and why this is so that modern events may have connections with the past</p> <p>Who did the ancient Greeks worship and why? to deduce information about Greek beliefs and religious practices from pictures of buildings about the beliefs of the ancient Greeks to compare the beliefs of the ancient Greeks with those of other cultures</p> <p>What happened at the theatre? to deduce information about an aspect of the Greek way of life from pictures of buildings and texts to combine information from several sources about the role of the theatre in the way of life</p>	<p>characteristics of Mayan gods</p> <p>To devise historically valid questions about the similarities and differences between religions</p> <p>To consider similarities and differences between ancient religions and different religions today</p> <p>What was life like for the Maya people? This could include How did Mayans count? How did the Mayans write? What did Mayan people eat? – the importance of maize, chocolate How many days in the Mayan calendar? Why?</p> <p>To find out about different aspects, behaviour and characteristics of the Mayan people</p> <p>To make connections and compare and contrast trends over time</p> <p>To use a range of sources to find out about different aspects of life in Mayan times</p> <p>Who discovered the Mayan ruins and how did they document what they saw? To learn about the discoveries of Stephens and Catherwood To understand how knowledge of the past is</p>
--	--	--	--	--	---	--

					<p>of the Greeks to structure work in the form of a play What do the sources tell us about the importance of the Olympic games to the ancient Greeks? to summarise what they have learnt about the ancient Greeks to appreciate the range of different sources of information that can be used to find out about the ancient Greeks that different sources can provide different kinds of information What has been passed down to us from the ancient Greeks? Which is the most important? Why? to summarise all that they have learnt about the legacy of the ancient Greeks to make judgements about the relative importance of the different contributions of the ancient Greeks to life today to select, organise and structure information in a piece of extended writing</p>	<p>constructed from a range of sources To find out what we know about the Mayas from a range of sources, including the drawings of Frederick Catherwood What can we learn about ancient Maya from the buildings left behind? To learn about Chichen Itcha, the large city in Mexico built by the Mayans To construct informed responses through the thoughtful selection and organisation of relevant historical information To bring knowledge together from several sources in a fluent account To select and organise information to produce structured work?</p>
<p>Geography Ongoing: What's in the news</p>	<p>Osmington Bay Map skills, human and physical geography (google earth, maps, globes, atlases, compass</p>	<p>Inhospitable places (Death Valley, Queensland, American West) Main focus – Physical geography to include</p>	<p>Area in North or South America- compare to Basingstoke including map work (See plan for Obama's</p>	-	-	-

<p>diary</p>	<p>points) Main focus - Geographical skills (Google earth, maps, globes, atlases, compass points) and fieldwork, human and physical geography, locational and place knowledge Key objectives – <u>Geographical skills and fieldwork</u> To use Google Earth to locate Dorset and Osmington Bay and to describe some of the features. To use atlases and maps of the UK to locate the counties around Hampshire. To use four then eight points of compass to locate places around UK/Hampshire/Dorset and to plan route to Osmington Bay To use six figure grid references to locate Osmington Bay on OS maps. To use symbols and keys on OS maps to identify features and land use at Osmington Bay. To use fieldwork to collect and record geographical evidence about the land use and main features in Osmington Bay. To draw a sketch map to show the main physical and human features in</p>	<p>climate zones, vegetation belts and mountains, geographical skills (Google earth, maps, globes, atlases, compass points), human geography and locational and place knowledge Key objectives – <u>Physical Geography</u></p> <ul style="list-style-type: none"> - To describe and understand key aspects of climate zones, biomes and vegetation belt - To describe and understand key aspects of mountains - To learn about weather patterns and different climates around the world - To be able to understand and explain the features of places. - To be able to explain similarities and differences between places. - To be able to explain how lives are affected by environmental factors. - To be able to make explicit 	<p>America in latest geography newsletter) Main focus – Place Knowledge, locational knowledge, physical and human geography and geographical skills Key objectives – <u>Locational Knowledge/Place Knowledge</u></p> <p>To understand geographical similarities and differences through the study of a REGION of North or South America</p> <p>To locate North America/South America on a range of maps and to make observations about it's position and location in the world. To locate North America/South America and identify its location with reference to lines of latitude, longitude, the Equator, the Northern Hemisphere, the Arctic Circle and the Prime/Greenwich meridian and time zones. To identify the key physical and human characteristics of North America/South America i.e. forests, lakes, islands, coastline, main cities</p>			
--------------	---	---	--	--	--	--

	<p>Osmington Bay. To communicate findings in a variety of ways including diagrams, plans, graphs and ICT.</p> <p><u>Locational Knowledge/Place Knowledge</u></p> <p>To name and locate the counties – Hampshire, Dorset and surrounding counties. To name and locate the main cities (and the main towns linked to Osmington Bay). To identify the main human and physical features of Osmington Bay, the key topographical features i.e. rivers, coastline in Dorset, and the land use patterns. To identify and understand how Osmington Bay has changed over time. To compare Osmington Bay to Basingstoke and understand some of the geographical similarities and differences between the two regions.</p> <p><u>Human and Physical Geography</u></p> <p>To describe and understand some key aspects of the physical and human geography of</p>	<p>comparisons between climate, weather and people.</p> <ul style="list-style-type: none"> - To compare places and explain how they are different because of the climate - To understand how the climate affects people’s lives. - To understand that the effect of tourism can be significant in a given area and can be both good and bad <p><u>Geographical skills</u></p> <p>To ask geographical questions and record geographical information. To use a range of sources including maps (Google Earth, Google maps) and aerial photographs to identify the physical and human geography of the places studied. To use and draw own thematic maps based on collected data To analyse evidence and draw conclusions about the environments studied. To make own simple maps of the inhospitable places studied i.e. own annotated</p>	<p><u>Geographical skills</u></p> <p>To use maps, atlases and globes and ICT (Google Earth, Google Maps) to locate North America/South America and to describe some of the main features of the country. To recognise how places fit together in a wider geographical context. To use thematic maps and graphs to compare the climate of Basingstoke/the UK and North America/South America and different regions in North America/South America To use maps and plans to find out about the main physical and human features of a region of North America/South America To use a wide range of secondary sources to help to describe the character of a region of North America/South America. To communicate information using a range of methods including maps, plans, graphs and digital technology.</p> <p><u>Human and Physical Geography</u></p> <p><u>Human Geography</u></p> <p>To describe the type of settlements and the land uses within the region. To describe the economic activities including trade links particularly links with</p>			
--	--	--	---	--	--	--

	<p>Osmington Bay.</p> <ul style="list-style-type: none"> • <i>Physical – coastlines and processes of erosion and deposition, vocabulary i.e. coast, erosion, deposition, waves, transportation, tide, rock, headland, cliff, cave, bay, beach, shingle, sand, groynes, sea walls.</i> • Human – type of settlement and land use, economic activity. 	<p>maps.</p> <p>To communicate information using a range of methods including maps, plans, graphs and digital technology.</p> <p><u>Locational Knowledge/Place Knowledge</u></p> <p>To locate the inhospitable places (Death Valley, American West, Queensland, mountainous area) on maps of the World (including Google Earth, Google maps), in atlases and on globes</p> <p>To name some of the most inhospitable places around the world and to name and locate the countries they are in.</p> <p>To locate the Equator and the Tropics of Cancer and Capricorn, Arctic and Antarctic circle on maps and globes and relate position to inhospitable areas being studied</p> <p>To describe and understand the environmental regions and key characteristics of the countries/places being studied.</p>	<p>Basingstoke and the UK</p> <p>To compare and identify the similarities and differences in land use and economic activities in region in North America/South America and region in UK/European country</p> <p><u>Physical Geography</u></p> <p>To describe the main physical features of the region i.e. weather and climate, mountains, rivers, deserts.</p> <p>To compare and identify the similarities and differences in physical features in region in North America/South America and region in UK/European country</p>			
Science	<p>Evolution and inheritance Refer National Curriculum for topic objectives.</p>	<p>Animal classification (living things and their habitats) Refer National Curriculum for topic objectives.</p>	<p>Humans (animals including humans) Sex education Refer National Curriculum for topic objectives.</p>	<p>Electricity Refer National Curriculum for topic objectives.</p>	<p>Light Refer National Curriculum for topic objectives.</p>	<p>Drugs (animals including humans) Refer National Curriculum for topic objectives.</p>

	<p>Working scientifically:</p> <ul style="list-style-type: none"> • Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Using test results to make predictions and to set up further comparative tests. • Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments. 					
Computing	<p>E-safety- introduction and review - Digital leaders will present a quiz to the class that will lead to discussion and agreement of e-safety do's and don'ts that will be handed in for whole school collation.</p> <ul style="list-style-type: none"> • be aware of e-safety rules <p>Databases</p> <ul style="list-style-type: none"> • use database software to sort and organise information and present it in different forms; 	<p>Video</p> <ul style="list-style-type: none"> • record, edit, and present their ideas in textual, audio and pictorial formats and share their work with others. <p>Powerpoint (including pre-recorded sound)</p> <ul style="list-style-type: none"> • record, edit, and present their ideas in textual, audio and pictorial formats and share their work with others. 	<p>Excel</p> <ul style="list-style-type: none"> • record, edit, and present their ideas in textual and pictorial formats and share their work with others. <p>Lego</p> <ul style="list-style-type: none"> • use control software and equipment to create <i>nested</i> procedures, and control devices to achieve specific outcomes 	<p>Understanding the digital world</p> <ul style="list-style-type: none"> • begin to develop an understanding of the use of ICT in the wider world and its impact on society. <p>Logo</p> <ul style="list-style-type: none"> • use on-screen logo software to create <i>nested</i> procedures 	<p>Logo continued</p> <p>Scratch</p> <ul style="list-style-type: none"> • reuse blocks of code learnt in class within own similar program. • combine reused blocks with blocks of own devising • independently spot that there is something wrong with code and fix it. <p>Data logging</p> <ul style="list-style-type: none"> • be able to use datalogging equipment appropriately 	<p>Choice project linked to history work Choice Project - Children must be given a task of relaying history information but they are allowed to choose the medium - e.g. animation, video, powerpoint, pageplus etc. They must use a different method to year 5.</p> <ul style="list-style-type: none"> • Pupils should be able to choose an appropriate application or combination of applications to support their learning
DT	<p>Food – Celebrating culture and seasonality <i>Bread, pizza, savoury biscuits, savoury scones, cereal snack, soup ???</i></p> <p>Prior learning</p> <ul style="list-style-type: none"> • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. 					

2 DT topics to be covered during the year.

- Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients.

Designing

- Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification.
- Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.
- Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas.

Making

- Write a step-by-step recipe, including a list of ingredients, equipment and utensils
- Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
- Make, decorate and present the food product appropriately for the intended user and purpose.

Evaluating

- Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams.
- Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.
- Understand how key chefs have influenced eating habits to promote varied and healthy diets.

Technical knowledge and understanding

- Know how to use utensils and equipment including heat sources to prepare and cook food.
- Understand about seasonality in relation to food products and the source of different food products.
- Know and use relevant technical and sensory vocabulary.

Mechanical Systems – Pulleys or gears.

Fairground rides (combining ICT programming software i.e. lego)

Prior learning

- Experience of axles, axle holders and wheels that are fixed or free moving.
- Basic understanding of electrical circuits, simple switches and components.
- Experience of cutting and joining techniques with a range of materials including card, plastic and wood.
- An understanding of how to strengthen and stiffen structures.

Designing

- Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources.
- Develop a simple design specification to guide their thinking.
- Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.

Making

- Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.
- Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.

Evaluating

- Compare the final product to the original design specification.
- Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.
- Consider the views of others to improve their work.

	<ul style="list-style-type: none"> Investigate famous manufacturing and engineering companies relevant to the project. <p>Technical knowledge and understanding</p> <ul style="list-style-type: none"> Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project. 					
Art and design	<p>Watercolours Leon visit</p> <p>To recognise, define and use the key elements of colour, tone, line, pattern, texture, form, shape and space. To use the primary colours and black and white to mix a full range of hues and tones. To compose their artwork and plan the effective use of available space. To develop techniques to enable them to use the key elements of line, tone, etc including proportion and simple perspective.</p>	<p>Watercolours Leon visit</p> <p>To develop the art language to enable them to identify and talk about pattern and texture in natural and made objects. To relate their work to the work of great artists and describe how these prints would have been made. To mount their work, choosing appropriate methods to enhance the final result. To describe what they have produced using a wide range of art specific vocabulary.</p>	-	Silk screen printing Artist?	Sculpture (link to Greek Gods?) Artist?	Clay Artist?
Music						
PA						
<p>PSHE/SEAL</p> <p><i>See SEAL booklets for planning objs</i></p> <p>See PSHE units of work for objs</p>	<p><i>New beginnings</i></p> <p>Rights and Responsibilities</p>	<p>E-Safety - social media/password</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly, including social media and identity theft Recognise acceptable and 	<p><i>Going for goals</i></p> <p>The World of Work</p>	<p><i>Good to be me</i></p> <p>Taking Responsibility for my own safety</p>	<p><i>Relationships</i></p> <p>Changing Relationships</p>	<p><i>Changes</i></p> <p>Transition and Managing Change</p>

		<p>unacceptable behaviour (cyberbullying)</p> <ul style="list-style-type: none"> • Identify a range of ways to report concerns about content and contact • To use ICT safely to explore digital and online resources to find information and answer questions <p><i>Getting on and falling out</i> <i>Say "No" to bullying (Nov)</i></p> <p>Managing Conflict</p>				
RRR	Mission to Mars project – developing class charter				Greeks – Democracy – right to give our own opinions	Article 24 – link to drugs and health
FAB	Teaching of Jesus	Birth narratives	Sacred texts	Resurrection (Easter) The Empty Cross	God talk	Umma (community and 5 pillars)