Year 6	Autumn -	Spring -	Summer -
Geog	**How are biomes and climate zones?** *-What are the main biomes?* *-Where are the different regions in the world where different biomes exist? (recap continents, countries of the world and equator, hemispheres, tropics, introduce latitude and longitude)* *-What are the main features of temperate deciduous forests and savannahs?* *-What are the main features of a tundra and desert?* *-How does climate change affect our biomes? (Arctic map)*		**What are the main features of the Amazon Basin?** *-What are the names and key features of South American countries?* *-How do different time zones work in South America? (Compare to our time zone)* *-Where is the Amazon Basin?* *-What can we learn about the human and physical features of the Amazon Basin? (include industries, trade and tourism)* *-What are the main features of a Rainforest? (recap biomes)*
History	**Who were the Anglo-Saxons and Vikings and how did they struggle for the kingdom of England?** -Where did the Anglo-Saxons originate from and when did they invade Britain? -How did the Anglo-Saxon settlements differ from the ones the Romans had created? -How did Anglo-Saxon kingdoms grow and change over time? -When and why did the Vikings invade Britain? -What do we mean by the struggle for the kingdom of England?		**Who were the Maya?** -Who were the Maya and when and where did they live? -What evidence do we have that the Maya were an advanced civilisation? -What was daily life like during the times of the Maya people? -What was happening around the world at the same time as the Maya? -What caused the Maya civilisation to decline?
Sci	**Living things and their habitats -** **How are living things grouped and classified?** **-Be able to classify living things into broad groups according to observable characteristics and based on similarities and differences** **-Know how living things have been classified** **-Give reasons for classifying plants and animals based on specific characteristics** **- Know about vertebrate and**	**Animals including humans -** **How does the heart work and why is it so important?** **-Identify and name the main parts of the human circulatory system** **-Know the function of the heart, blood vessels and blood** **-Know the impact of diet, exercise, drugs and lifestyle on health** **–Know the ways in which nutrients and water are transported in animals including humans** **-Know who William Harvey was**	**Electricity -** **How does electricity work and how does its power vary?** **–Know that the brightness of a bulb is associated with the voltage** **-Compare and give reasons for variations in how components function** **-Use recognised symbols when representing a simple circuit in a diagram** **-Construct simple series circuits to test hypothesis** **-Be able to answer questions about what happens when they try different**

	invertebrate animals **-Know who Carl Linaeus was** **Evolution and inheritance -** **<u>How have living things on Earth change over time?</u>** **-Know that living things have changed over time** **-Know the part fossils play in helping us understand more about living things that inhabited our Earth millions of years ago** **-Know that living things produce offspring of the same kind** **-Know that offspring vary and are not normally 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** **(Plant vegetables for Spring term)**	**Light -** **<u>How do our eyes help us see?</u>** **-Know that light travels in straight lines** **-Understand that because light travels in straight lines** **-Know how our eyes work** **-Know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes**	**components, for example; switches, bulbs, buzzers and motors.**
Art	**Textiles** To collect and select visual information and develop ideas. 1c To use relief printed textile processes to communicate their ideas and observations. 2c To adapt work according to their views. 3b To investigate, collect and select visual information from Hundertwasser images to develop ideas. 1c To collect visual information to help develop ideas. 1c To develop batik designs in response to the work of Antonio Gaudi. 2a To make thoughtful observations about starting points and select ideas to use in their work. 1b	**Collage-** To respond to the work of Gustav Klimt. 1b, 4c. To collect visual information to help develop ideas using a sketchbook. 1c To combine visual and tactile qualities of materials and match these to the purpose of their work. 2a To use a variety of methods and approaches to communicate ideas. 2c Talk about own work and that of others and develop and modify ideas in the light of these discussions. 3a, 3b To respond to the work of Pablo Picasso. 1b, 4c To apply their experience of materials and processes. 2b	**3D-** To respond to the reclining figure work of Henry Moore. 4c To observe the figure from a range of viewpoints. 1a To respond to the mother and child work of Henry Moore. 4c To adapt and improve their work as it progresses. 3b To compare and comment on their own and others' work. 3a To research the work of craftspeople and designers working in different times and cultures.4c To use ideas as a starting point for making a series of clay pendants. 1a, 1b, 1c To review and modify work and make changes as work progresses. 3b

	To respond to the work of North American Indians. 4c To construct a twig loom and select natural and made materials to produce a multi-media weaving. 2c	Compare ideas and approaches in their own and others' work. 3a To review and modify work as it progresses. 3b	To apply knowledge and understanding of previously learned techniques. 2b To explore a range of starting points for practical work. 1b To adapt their work according to their views. 3b
DT	**How can we create a camouflaged nomadic tent that would be suitable for a temperate climate?** -Know what Viking nomadic tents look like and appreciate how they are made -Research different structures and joining of materials -Create initial design taking account of both structure and design of the fabric used -Create a stable structure capable of withstanding strong winds and rain -Evaluate the tent taking account of both structure and suitability	**How can we use computing skills to create a piece of technology to help people get active? (Micro-bit)** -Know and understand what variables are -Create algorithms that use variables -Create an algorithm to make a step counter -Predict how variables will be used in programs -Design and create an activity picker for a family	**What dishes would we create as part of an afternoon tea as part of a celebration with our families?** -Find out about different afternoon tea items and recipes -Research and taste different produce -Design an initial idea, which focuses on working within a budget -Gather resources and make the product-Evaluate the final product against the original brief
Music (Junior Jam)	• **Musical Theory level 4 with keyboards** • **Singing level 4**	• **Songwriting with glockenspiels level 4** • **Steel Pans level 1**	• **Boom Whackers level 1** • **Ukuleles level 1**
IT (Junior Jam)	**Level 4: iJam-iRemix** **Level 4: iProgram-iDevelop**	**Level 4: iOffice-iCV** **Level 4: iCreate-iDigital**	**Level 4: iCommunicate-iGraphics** **Level 4: iTech-iCSI**
PSHEC Jigsaw	**Being Me in My World** **Identifying goals for the year** **Global citizenship** **Children's universal rights** **Feeling welcome and valued** **Choices, consequences and rewards** **Group dynamics**	**Celebrating differences** **Perceptions of normality** **Understanding disability** **Power struggles** **Understanding bullying** **Inclusion/exclusion** **Differences as conflict, difference as celebration**	**Relationships** **Mental health** **Identifying mental health worries and sources of support** **Love and loss** **Managing feelings** **Power and control** **Assertiveness**

	Democracy, having a voice Anti-social behaviour Role-modelling Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Empathy Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Technology safety Take responsibility with technology use Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition