

**Year 6**  
**2019-20**

## History

### World War I & II

A study of an aspect of British History that extends pupils chronological knowledge beyond 1066.

### AD 900; Mayan civilization

A non-European society that provides contrasts with British History.

## Geography

### Locational Knowledge:

\*locate the world's countries, using maps to focus on Europe (including the location of Europe) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

\*identify the position and significance of latitude, longitude, the tropics of Cancer and Capricorn, the Prime/Greenwich Meridian time zones (including day & night).

### Place Knowledge:

\*understand geographical similarities and differences through the study of human and physical geography of a region within North America.

**Human & physical geography:** describe and understand key aspects of:

\*physical geography of climate zones, biomes and vegetation belts.

\*human geography of the distribution of natural resources including energy, food, minerals and water.

### Geographical skills and fieldwork:

\*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

\*Use six figure grid references, symbols and key to build knowledge of the wider world.

## Computing

\*design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

\*use sequence, selection, and repetition in programs; work with variables and various forms of input and output

\*use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

\* understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication & collaboration.

\*use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

\*select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

\*use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and

## RE

In what way is life like a journey?

Christianity God

Christianity Jesus

Christianity The Church

Islam

Hindu Dharma

Buddhism

## 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 microorganisms, plants and animals.

\*give reasons for classifying plants and animals based on specific characteristics.

### 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.

### Evolution & Inheritance:

\*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 environment in different ways and that adaptation may lead to evolution.

### Light:

\*recognise 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 eye.

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.

\*use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

### 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.

\*use recognised symbols when representing a simple circuit in a diagram.

### Working scientifically skills

## Design Technology

### Design

- \*use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- \*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### Make

- \*select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- \*select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Evaluate

- \*investigate and analyse a range of existing products.
- \* evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

### Technical knowledge

- \*apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- \*apply their understanding of computing to program, monitor and control their products.

## PE

Dance Invasion Games Net/wall OAA Gymnastics  
Striking and Fielding Athletics

- \*use running, jumping, throwing and catching in isolation and in combination
- \*play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- \*develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- \*perform dances using a range of movement patterns
- \*take part in outdoor and adventurous activity challenges both individually and within a team
- \*compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Music

I'll be there  
Classroom Jazz 2  
A new year carol  
Happy  
Reflect, rewind and replay

- \*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- \*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
- \*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- \*develop an understanding of the history of music.

## French

Progressive Language Teaching

Verbs and Grammar \*\*

At School

Progressive Language Teaching

The Weekend

World War II or Habitats

Progressive Language Teaching

Healthy Lifestyles

The Planets

## Art & Design

William Morris LS Lowery

- \*to create sketch books to record their observations and use them to review and revisit ideas
- \*to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- \*about great artists, architects and designers in history.

## PSHE

Core Skills Sex & Relationships  
Economic Well-being and Financial capability  
Emotional Health and Well-being  
Keeping Safe Being Risk taker  
Drug Alcohol and Tobacco Awareness  
Healthy Lifestyle Taking Part  
Its O.K to tell Being Different  
Anti-bullying