

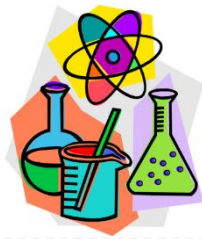







	Autumn Topic		Spring Topic	Summer Topic	
<b>The 'Big Question'</b> 	<b>Why do we remember the First and Second World Wars?</b>		<b>Can anything survive in the coldest places on Earth?</b>	<b>Who were the Maya, why were they important and why did they disappear?</b>	
<b>Rationale</b> <b>(Why this/Why now?)</b> 	<p>This is a significant period of Modern British History and coincides with Remembrance Day in November. Children have previously learnt about why Middlesbrough was an important industrial town and we use this to investigate why Middlesbrough became a target during WW2. We also look specifically at the home front in Middlesbrough using historical sources from the period and investigate their credibility and reliability – building on skills learnt in Y3, 4 and 5.</p> <p>Children have studied different parts of Europe throughout school and now children can see how geography can change over time and how history can shape a country/countries.</p>		<p>Children will have a good understanding of climatic zones and where they are in relation to the equator and tropics. Having studied North and South America in Y5 they will now focus on the coldest parts of the world, compare them to each other and then other parts of the world. This links with adaptation and also the impact of Climate Change that is taught in KS2 Science.</p> <p>They will also learn about significant explorers that have made it to the North and South Pole and the many challenges that they faced as well as the sinking of the Titanic using a variety of maps, images and historical sources to ask and answer historical questions.</p>	<p>This topic allows children to compare the Ancient Maya and Ancient Egyptian civilisations as they are two of the longest periods in World History and were both considered to be very successful. Children will also be able to compare the Ancient Civilisations with what was happening in Britain as they will have studied the Anglo Saxons and Vikings in Year 4. Children are provided with opportunities to ask and answer historical questions and investigate what can be learnt from different sources of evidence and its reliability.</p> <p>Children will also be given opportunities to use and apply the geographical skills they have learnt throughout school to investigate where the Maya lived and why linking to rivers, trade and natural resources.</p>	
<b>Enrichment</b>	<b>Residential</b>		<b>Ice rink</b>	<b>Forbidden Corner</b>	
<b>Science</b> 	<b>Electricity</b> <p>Recap electrical circuit symbols and know the names for symbols and components</p> <p>Understand and draw a correct scientific diagram for an electrical circuit</p> <p>Show thinking and plan an investigation</p> <p>Plan a comparative test</p>	<b>Living Things and their Habitats</b> <p>Create a branching data base</p> <p>Know about vascular and non-vascular plants</p> <p>Sort and classify different animal groups</p> <p>Identify Arthropods using a key</p>	<b>Animals Including Humans</b> <p>Show understanding of the circulatory system</p> <p>Understand that the heart acts as a pump</p> <p>Show understanding of the circulatory system and respiratory system – know and understand key vocabulary</p> <p>Understand how exercise effects our pulse</p> <p>Understand the impact smoking has on our bodies</p> <p>Find out more about how blood and other nutrients are transported around the body</p>	<b>Evolution and Inheritance</b> <p>Create a representation of a fossil to find out about how they are made</p> <p>Use observation skills to identify different fossils and discuss what they tell us</p> <p>Find out about similarities and differences passed on through DNA</p>	<b>Light</b> <p>Understand that light travels in straight lines and reflects</p> <p>Label the main parts of the eye and explain their functions</p> <p>Understand how light travels in to our eyes</p> <p>Explain that white light is made up of a spectrum of different colours</p>

	<p>Create an electrical loop game and understand how it works</p> <p>Understand the importance of the voltaic pile and the impact on the future of electricity</p> <p>Plan a fair test</p>	<p>Understand classification and why it is used</p> <p>Create a branching database to classify animals</p> <p>Classify micro-organisms using a branching database</p>		<p>Recognise that when an organism reproduces, it passes on its traits to its offspring and to understand what is meant by heredity.</p> <p>Investigate how different shaped beaks effect diet and how this has contributed to adaptation</p> <p>Find out about how animals adapt to their environment over time</p> <p>Find out about how plants adapt to their environment over time</p>	<p>Explore why shadows take the shape of whatever casts them</p>
<p><b>Geography</b></p> 	<p><b>Countries at War</b></p> <p>Identify and locate countries involved in WW1 and WW2.</p> <p>Understand why Middlesbrough was significant in WW2</p> <p>Use 6 figure grid referencing</p>	<p><b>Frozen Landscapes</b></p> <p>Know the location of the Polar climatic zones and their characteristics</p> <p>Know the difference between the Arctic and the Antarctic.</p> <p>name human and physical features of polar landscapes.</p> <p>Know the difference between the Arctic and Southern Ocean</p> <p>Understand that the climate of polar regions influences the presence of glaciers, icebergs and sea ice</p> <p>To name a natural resource</p> <p>Begin to describe the distribution of natural resources in an area or country</p> <p>Begin to understand the difference between renewable and non-renewable resources and why this could be important</p>	<p><b>Meso America</b></p> <p>Learn where in the world the Ancient Maya lived</p> <p>find out about the countries that are part of central America</p> <p>Compare the different landscapes in Mesoamerica and understand why the Maya decided to settle where they did</p> <p>Understand that successful settlements need trade and resources</p> <p>Find out about the life of the Modern Maya</p>		

		<p>Learn about the indigenous populations that live in the Arctic</p> <p>Understand the term tourism</p> <p>Begin to understand the environmental, social and economic impact of tourism on a region or country</p> <p>Understand the term climate change</p> <p>Understand the effect of climate change on the polar regions</p>	
<p><b>History</b></p> 	<p><b>WW1/WW2</b></p> <p>Understand the term 'war'</p> <p>Learn about the main events that caused WW1 and WW2</p> <p>Learn how WW1 ended and the consequences</p> <p>Compare WW1 and WW2 warfare</p> <p>Learn about life on the Homefront in Middlesbrough (Rationing, Evacuation, Blitz)</p>	<p><b>Frozen Landscapes</b></p> <p>Learn about Antarctic exploration and name some of the significant explorers who tried to make it to Antarctica</p> <p>Understand that historical events can be seen differently from different viewpoints</p> <p>Learn about the first explorers to reach the North Pole</p> <p>Understand that sometimes Historical accounts can be biased due to society and culture at the time</p> <p>Explain what happened to the Titanic and suggest who was to blame</p> <p>Use different sources of evidence to research an event</p> <p>Explain how an historical event can be significant</p>	<p><b>Ancient Maya</b></p> <p>Place the Ancient Maya civilisation on a timeline and understand where the Ancient Maya fit in world history</p> <p>Understand what it was like to live in Maya society and compare Maya society to society today.</p> <p>Understand that the Ancient Maya worshipped a number of Gods and Goddesses</p> <p>Draw comparisons between Ancient Maya and Ancient Egyptian beliefs</p> <p>Use historical sources to find out about the Ancient Maya</p> <p>Evaluate the usefulness of historical sources</p> <p>Evaluate the achievements of the Ancient Maya</p> <p>Suggest possible reasons why the Mayan empire declined</p> <p>Understand that sometimes historians cannot know for certain what has happened and that sometimes there can be different viewpoints</p> <p>Compare the Ancient Maya and the Ancient Egyptians</p>

<p><b>Art</b></p> 	<p><b>People in Action</b></p> <p>Create a flip book that gives the idea of movement</p> <p>Experiment with drawing different facial expressions</p> <p>Create movement with different techniques</p> <p>Create a piece of movement art</p> <p>Learn about great artists, architects and designers in history</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Improve mastery of art and design techniques, including drawing, and painting with a range of materials</p>	<p><b>Landscape Art</b></p> <p>Use watercolours to create a landscape</p> <p>Understand perspective and use it in a piece of landscape art</p> <p>Create a torn paper collage</p> <p>Draw a landscape using continuous lines</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Learn about great artists in history.</p> <p>Improve their mastery of art and design techniques, drawing and painting with a range of materials</p>	<p><b>Maya Art</b></p> <p>Learn about Maya art forms</p> <p>Explore examples of design motifs</p> <p>Design a fresco</p> <p>Experiment with colour and create texture</p> <p>Create sketch books to record their observations and use them to review and revisit ideas</p> <p>Make and use salt dough to create a Maya motif</p> <p>Learn about great artists in history.</p> <p>Improve their mastery of art and design techniques, drawing and painting with a range of materials</p>
 <p><b>Design and Technology</b></p>	<p><b>Bread Making</b></p> <p>Investigate and analyse a range of existing products</p> <p>Select from and use a wider range of ingredients, according to their functional properties</p> <p>Design and make a loaf of bread according to a design criterion</p> <p>Evaluate design and consider how it can be improved</p> <p>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</p>	<p><b>Structures</b></p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches</p> <p>Understand how to make strengthen, stiffen and reinforce a structure</p>	<p><b>Structures -Bird Box</b></p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce.</p> <p>Select suitable tools, equipment, materials and components and explain their choices.</p> <p>Follow procedures for safety and hygiene. to use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with accuracy.</p> <p>Evaluate ideas and products against their own design criteria and consider the views of others to improve their work</p>




<p><b>Computing</b></p> 	<p><b>Information Technology- Computing Systems and Networks (Communication)</b></p> <p>Explain that internet devices have addresses and how these are used to access websites</p> <p>Explain that all data transferred over the internet is in packets</p> <p>Send information over the internet in different ways</p> <p>Explain that the internet allows different media to be shared</p> <p>Explain how the internet enables effective collaboration</p> <p>Identify that there are a variety of ways to communicate over the internet</p> <p>Compare different methods of communicating on the internet</p> <p>Decide when I should and should not share information online</p>	<p><b>Computer Science – Programming (Robots)</b></p> <p>Name the different components in physical programming</p> <p>Create a programmable robot</p> <p>Create a simple program and add sound</p> <p>Write an algorithm and debug it</p> <p>Create a program to move a robot</p> <p>Create a program to run a physical system</p> <p>Use if-else statements</p> <p>Use a sensor in a program</p>	<p><b>Information technology - Creative Design (3D modelling)</b></p> <p>Add 3D shapes to a project</p> <p>Resize an object in three dimensions</p> <p>Rotate objects in three dimensions</p> <p>Duplicate 3D objects</p> <p>Lift/lower 3D objects</p> <p>Recolour 3D objects</p> <p>Combine a number of 3D objects</p> <p>Analyse a 3D model</p> <p>Choose objects to use in a 3D model</p> <p>Combine objects in a design</p> <p>Construct a 3D model based on a design</p> <p>Explain how my 3D model could be improved</p> <p>Modify my 3D model to improve it</p>	<p><b>Information Technology - Creating Media (Web page design)</b></p> <p>Explore a website</p> <p>discuss the different types of media used on websites</p> <p>Recognise the common features of a web page</p> <p>Draw a web page layout that suits my purpose</p> <p>Find copyright-free images</p> <p>Add content to my own web page</p> <p>Evaluate what my web page looks like on different devices and suggest/make edits</p> <p>Explain what a navigation path is</p> <p>Make multiple web pages and link them using hyperlinks</p> <p>Create hyperlinks to link to another people's work</p> <p>Evaluate the user experience of a website</p>	<p><b>Information Technology- Spreadsheets</b></p> <p>Collect data and enter it into a spreadsheet</p> <p>Choose and apply an appropriate format for a cell</p> <p>construct a formula in a spreadsheet</p> <p>calculate data using different operations</p> <p>create a formula which includes a range of cells</p> <p>use a spreadsheet to answer questions</p> <p>use a chart to show the answer to questions</p> <p>Produce a chart</p> <p>Suggest when to use a table or chart</p>	<p><b>Computer Science – Programming (Variables)</b></p> <p>I can identify examples of information that is a variable</p> <p>Explain that a variable has a name and a value</p> <p>Recognise that the value of a variable can be changed</p> <p>Decide where in a program to change a variable</p> <p>Make use of an event in a program to set a variable</p> <p>Create algorithms for a project</p> <p>Create the artwork for a project</p> <p>Test the code that has been written</p> <p>Identify ways that my game could be improved</p> <p>Use variables to extend my game</p> <p>Share a game with others</p>
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# LONG TERM PLANNING | CURRICULUM OVERVIEW

Breckon Hill Primary School – Making the Most of Everyday.

## Year 6



<div>PE</div> 	Handball	Health Related Fitness	Gymnastics – Group Sequencing	Badminton	Rounders	Athletics	Tag Rugby
	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.							
<div>PSHE</div> 	<b>Lessons</b>	<b>Theme Days/Celebrations</b>	<b>Lessons</b>	<b>Theme Days/Celebrations</b>	<b>Lessons</b>	<b>Theme Days/Celebrations</b>	
	Changes in our Bodies  British Values - Democracy	Harvest Festival  Parliament Week  Black History Month  Remembrance Day  Interfaith Week  Anti-bullying Week	Friendships and Pressure  Equality and the Law	World Religion Day  Children’s Mental Health Week  Internet Safety Day	Keeping Safe – Safe and Unsafe  Keeping Safe – Online Images  Getting Help	NSPCC: Speak Out and Stay Safe – Good Touch/Bad Touch  Refugee Week  Sports Week	
<div>RE</div> 	<b>Key Question 2.7:</b>	<b>Key Question 2.8:</b>	<b>Key Question 2.5:</b>		<b>Key Question 2.3:</b>		
	What matters most to Christians and to Humanists?	What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God), and Ummah (community)?	Is it better to express your religion in arts and architecture or in charity and generosity		What do religions say to us when life gets hard?		

<p><b>Music</b></p> 	Sing Education	Sing Education	Sing Education	Sing Education	Sing Education	Sing Education
	Performing: Reading Notation – Rhythm  Reading Notation 4: Rhythm Ensemble	Performing: Reading Notation – Pitch  Developing Sight Reading Skills 2: Note Names and Durations (Glockenspiel)	Performing: Instrumental Performance  Pop Music 2: Chords and Bass Lines (Glockenspiel or Ukelele)	Composing and Improvising  Composition Project 1: Improvisation, Composition and Notation	Creating and Performing  Composition Project 2: Notation, Expresssion and Performance	Musicianship: Singing and Listening  Singing with Style
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>						
<p><b>MFL</b></p> 	Unit 7: Le week-end	Unit 8: Les vetements	Unit 9: Ma journee	Unit 10: Les transports	Unit 11: Le sport	Unit 12: On va faire la fete
	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>					



Year 6

	Describe people, places, things and actions orally and in writing
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