

<p>Linked to National Poetry Day (poetry writing) Caged Bird- Maya Angelou</p>	<p>Edward Lear Lewis Carroll Snow in the Suburbs – Thomas Hardy</p>	<p>Micheal Rosen – Chocolate Cake</p>	<p>In beauty may I walk – Navajo prayer</p>	<p>Sea Fever – John Masefield A Smuggler’s Song – Rudyard Kipling</p>	<p>He Wishes for the Cloths of Heaven – Yeats</p>
<p>Topic Enquiry History: Find out about the civil rights movement in America and key civil rights figures. Find out what life was like for African Americans before, during and after this time. Geography: Find out about the location of key civil rights activities in the USA.</p>	<p>Topic Enquiry History: Find out about Queen Victoria and life in Victorian London including what it was like to be a child in Victorian times. Geography: Find out about the British Empire. Find out how the Victorians impacted on the Geography of London and use maps to find out about the growth of London.</p>	<p>Topic Enquiry History: Find out about two civilisations in AD900 - the Benins and Mayans. Investigate historical sources to find out more about these civilisations. Geography: Find out about the location of the Mayan and Benin kingdoms and the countries that are located there today.</p>	<p>Topic Enquiry: Geography: Find out about the Geography of the USA. Explore an area in depth e.g desert</p>	<p>Topic Enquiry History: Find out about the history of global trade, looking at the trade of one commodity as an example e.g tea. Geography: Find out about global trade today. Investigate the benefits and costs of international trade and its impact on the countries and people involved. Focus on one commodity e.g production of cotton/ clothing . Explore ways that global trade can be improved and made more fair.</p>	<p>Topic Enquiry: Take One Picture</p>
<p>Topic Enrichment Opportunities: London Metropolitan Archives</p>	<p>Topic Enrichment Opportunities: Museum of London Ragged School Dickens museum London Metropolitan Archives</p>	<p>Topic Enrichment Opportunities British Museum Chocolate museum</p>	<p>Topic Enrichment Opportunities: London Zoo</p>	<p>Topic Enrichment Opportunities: Cutty Sark Museum of Docklands</p>	<p>Topic Enrichment Opportunities: National Gallery</p>
<p>End of Term Project Outcome: International Evening</p>	<p>End of Term Project Outcome: Enterprise Week – Christmas Fair</p>	<p>End of Term Project Outcome: Museum Week</p>	<p>End of Term Project Outcome: Science Fair</p>	<p>End of Term Project Outcome:</p>	<p>End of Term Project Outcome: Art Exhibition</p>
<p>Global Citizenship Links: International Day of Democracy International Day of Peace Black History Month – celebrating diversity</p>	<p>Global Citizenship Links: Universal Children’s Day Anti- Bullying Week Human Rights Day Remembrance Day Children in Need</p>	<p>Global Citizenship Links: International Women’s Day International Mother Language Day Children’s Mental Health Week</p>	<p>Global Citizenship Links: Autism Awareness Day Comic Relief Fair Trade Fortnight Mothering Sunday</p>	<p>Global Citizenship Links: International Mother Earth Day World Bee Day Walk to school week</p>	<p>Global Citizenship Links: BNF Healthy Eating Week World Environment Day World Oceans Day World Refugee Day Oxfam water week</p>

Dyslexia awareness week	Road Safety Week World Philosophy Day			National Children's Gardening Week	Recycle Awareness Week National School Grounds Week
Science: Electricity Writing Outcome:	Science: Light Writing Outcome: Write a science experiment on light	Science: Evolution and Inheritance Habitats	Science: Classification Writing Outcome: Non chronological report on lizards	Science: n/a	Science: Animals Including Humans Writing Outcome:
Computing: E-Awareness	Computing: Programming	Computing: Multi media and word processing	Computing: Communication and Collaboration	Computing: Digital Media	Computing: Data Logging Data
Music: Roundabout (exploring rounds)	Music: Journey into Space (exploring sound sources)	Music: Songwriter (exploring lyrics and melody)	Music: Cyclic Patterns (exploring rhythm and pulse)	Music: Stars, hide your fires (performing together)	Music: Who knows? (exploring musical processes)
Performance: International Evening	Performance: Christmas Concert	Performance:	Performance: Spring Concert	Performance: Class Assembly	Performance: Pure voices
DT : Sam Labs - Voting machine/ Exploring Circuits	Art : The Art of the Book Cover	Art : Mayan Art	DT: Pulleys and Gears- Road trip:-Create a vehicle	DT: Textiles : Upcycled fashion	Art: Take One Picture
Cooking: Celebrating culture and seasonality	Cooking:	Cooking: African vegetable stew	Cooking:	Cooking: Fair Trade Caribbean fruit cocktails	Cooking:
PSHE: Mental health	PSHE: Fun, food and fitness	PSHE: Drug, Alcohol and tobacco education	PSHE: Keeping Safe	PSHE: Sex and relationship education	
PE: Games – Invasion Swimming	PE: Games – Invasion Dance	PE: Gymnastics Swimming	PE: Athletics Dance	PE: Games – net, striking and fielding Swimming	PE: Athletics Dance

Year 6 National Curriculum Coverage

Term	Topic	History objectives	Geography Objectives	DT/Art	Music
Autumn 1	Civil Rights	<ul style="list-style-type: none"> To select and organise historical information to find out and answer questions about the past. 	<ul style="list-style-type: none"> To name and locate the world's countries using maps and globes. 	<ul style="list-style-type: none"> understand and use electrical systems in their products [for example, series circuits 	See curriculum outline for music

		<ul style="list-style-type: none"> To devise their own questions about the past and investigate them using a range of sources. 		<p>incorporating switches, bulbs, buzzers and motors]</p> <ul style="list-style-type: none"> Design, make and evaluate as laid out in KS2 programme of study 	
Autumn 2	Victorian London	<ul style="list-style-type: none"> To select and organise historical information to find out and answer questions about the past. To devise their own questions about the past and investigate them using a range of sources. To learn about an aspect of British History that extends knowledge beyond 1066 To learn about an aspect of local history 	<ul style="list-style-type: none"> To name and locate the world's countries using maps and globes. To describe and understand key aspects of human geography. To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. 	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design including drawing and painting techniques with a range of materials knowledge and skills as laid out in the KS2 programme of study 	
Spring 1	AD900	<ul style="list-style-type: none"> A non- European society that provides contrasts with British History 	<ul style="list-style-type: none"> To name and locate the world's countries using maps and globes. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 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 	<ul style="list-style-type: none"> Design, make and evaluate as laid out in KS2 program understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Design, make and evaluate as laid out in KS2 programme of study 	
Spring 2	The USA		<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America To name and locate the world's countries using maps and globes. describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts 	<ul style="list-style-type: none"> 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, with a range of materials knowledge and skills as laid out in the KS2 programme of study 	
Summer 1	Going Global		<ul style="list-style-type: none"> Locate the world's countries using maps and globes 	<ul style="list-style-type: none"> Design, make and evaluate as laid out in KS2 programme of study 	

			<ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 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 		
Summer 2	Take One Picture		<ul style="list-style-type: none"> 		

Year 6 Enquiry Skills Map		
Subject Area	End of Year Expectations	Greater Depth
History	Can they suggest why there may be different interpretations of events? <ul style="list-style-type: none"> Can they suggest why certain historical events, people and changes might have impacted more significantly than others? Can they pose and answer their own historical questions about key events from the past using primary and secondary sources as evidence to justify their opinions? 	Can they create their own hypothesis about the past, formulating their own theories about reasons for change? <ul style="list-style-type: none"> Can they use a range of concepts and ideas to compare and critically analyse events from the past?
Geography	Can they explain the links between human and physical geographical processes and how these may affect the future? <ul style="list-style-type: none"> Can they explain a range of geographical processes and the effects on people and places? Can they make careful measurements (eg: rainfall, population, temperature, sea level) and input them into the appropriate form (eg: table, tally, graph) Can they present their research through self- selected representations? E.g reports, leaflets, drama, art, multimedia. 	Can they collect statistics about people and places from field work or research and analyse data looking for trends? <ul style="list-style-type: none"> Can they interpret other people’s arguments for change, analysing pros and cons?
DT	Developing, Planning and Communicating Ideas	Can they use a range of information to inform their design? <ul style="list-style-type: none"> Can they use market research to inform plans? Can they work within constraints? Can they justify their plan to someone else? Can they consider culture and society in their designs? Have they considered the use of the product when selecting materials? Have they thought about how their product could be marketed through packaging and advertising?

	Working with Tools, Equipment, Materials and Components	Can they choose appropriate tools and materials to ensure that the final product will appeal to the audience? •Can they use a range of tools and equipment with good accuracy and effectiveness, within established safety parameters?
	Evaluating Processes and Products	How well do they test and evaluate their final product? •Is it fit for purpose? •What would improve it? •Would different resources have improved their product? •Would they need more or different information to make it even better? •Does their product meet all design criteria?
Art	Drawing	Do their sketches communicate ideas and convey a sense of individual style? •Do their drawings show a strong understanding of how to use shading techniques to create depth and tone? •Do they know when to apply different drawing techniques to support their outcomes? •Can they create accurate and experimental drawings? •Can they explain how they have combined different tools and explain why they have chosen specific drawing techniques?
	Painting	Can they explain what their own style is? •Can they use a wide range of techniques in their work and explain why they have chosen these techniques? •Do they have a strong understanding of colour theory and how to use it to create a balanced painting?
	Printing	Can they overprint using different colours? •Can they identify different printing methods and make decisions about the effectiveness of their printing methods? •Do they know to make a positive and a negative print?
	Textiles/3D	Can they create models on a range of scales? •Can they create work which is open to interpretation by the audience? •Can they include both visual and tactile elements in their work? •Do they know the properties of a wide range of different sculptural materials and how to use them?
	Collage	Can they justify the materials they have chosen? •Can they combine pattern, tone and shape? •Can they use collage as a tool as part of a mixed media project? •Can they express their ideas through collage?
	3D	Do their sketch books contain detailed notes, and quotes explaining their drawings and ideas? •Do they compare their methods to those of others and keep notes in their sketch books? •Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books? •Can they include some of the formal elements of art: line, form, pattern, tone, colour, space and shape. Their presentation should be clear and labelled/
	Knowledge	Can they make a record about the styles and qualities in their pieces? •Can they say what their work is influenced by? •Can they include technical aspects in their work, e.g. architectural design? •Do they have knowledge of a wide range of artists and have formed their own opinions on their different styles?
		Can they demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements? •Are they able to work independently, confidently and take creative risks in their work? •Can they explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history

Music	Performing	<p>Can they sing a harmony part confidently and accurately?</p> <ul style="list-style-type: none"> •Can they perform using notations? •Can they take the lead in a performance? •Can they take on a solo part? •Can they provide rhythmic support? •Can they perform parts from memory? 	Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?
	Composing	<p>Do they recognise that different forms of notation serve different purposes?</p> <ul style="list-style-type: none"> •Can they use technology to support their notation? •Can they combine groups of beats? •Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) 	<p>Can they show how a small change of tempo can make a piece of music more effective?</p> <ul style="list-style-type: none"> •Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?
	Appraising	<p>Can they refine and improve their work?</p> <ul style="list-style-type: none"> •Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? •Can they compare and contrast the impact that different composers from different times will have had on the people of the time? •Can they analyse features within different pieces of music? 	Can they appraise the introductions, interludes and endings for songs and compositions they have created?

Year 6 Science Knowledge and Skills Map

Area	End of Year Expectations	Greater Depth
Living Things and their Habitats	<ul style="list-style-type: none"> • Can they 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? • Can they give reasons for classifying plants and animals based on specific characteristics? • Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? 	<ul style="list-style-type: none"> • Can they explain why classification is important? • Can they readily group animals into reptiles, fish, amphibians, birds and mammals? • Can they sub divide their original groupings and explain their divisions, such as vertebrates and invertebrates? • Can they find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification?

Animals Including Humans	<ul style="list-style-type: none"> • Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? • Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function? • Can they describe the ways in which nutrients and water are transported within animals and plants, including humans? • Can they explain, in simple terms, a scientific idea and the evidence which supports it? 	<ul style="list-style-type: none"> • Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies? • Can they compare the organ systems of humans to other animals? • Can they make a diagram of the human body and explain how different parts work and depend on one another? • Can they name and locate the major organs in the human body?
Evolution and Inheritance	<ul style="list-style-type: none"> • Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago? • Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? • Can they give reasons why offspring are not identical to each other or to their parents? • Can they explain the process of evolution and describe the evidence for this? • Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? • Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? Can they explain, in simple terms, a scientific idea and what evidence supports it? 	<ul style="list-style-type: none"> • Can they research and discuss the work of famous scientists, such as Charles Darwin, Mary Anning and Alfred Wallace? • Can they explain how some living things adapt to survive in extreme conditions? • Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet?
Electricity	<ul style="list-style-type: none"> • Can they identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers) • Can they compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, the on/off position of switches? • Can they use recognised symbols when representing a simple circuit in a diagram? • Can they explore different ways to test an idea, choose the best way, and give reasons? • Can they identify the key factors when planning a fair test? • Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this? • Can they use information to make a prediction and give reasons for it? 	<ul style="list-style-type: none"> • Can they make their own traffic light system or something similar? • Can they explain the danger of short circuits? • Can they explain what a fuse is? • Can they explain how to make changes in a circuit? • Can they explain the impact of changes in a circuit? • Can they explain the effect of changing the voltage ?

	<ul style="list-style-type: none"> • Can they use test results to make further predictions and set up further comparative tests? • Can they find a pattern from their data and explain what it shows? • Can they use a graph to answer scientific questions? • Can they link what they have found out to other science? • Can they suggest how to improve their work and say why they think this? 	
Light	<ul style="list-style-type: none"> • Can they recognise that light appears to travel in straight lines? • Can they 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? • Can they 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? • Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them? • Can they find a pattern from their data and explain what it shows? • Can they use a graph to answer scientific questions? • Can they link what they have found out to other science? • Can they suggest how to improve their work and say why they think this? • Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? • Can they draw conclusions from their work? • Can they report findings from investigations through written explanations and conclusions using appropriate scientific language? 	<ul style="list-style-type: none"> • Can they explain how different colours of light can be created? • Can they use and explain how simple optical instruments work? (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope) • Can they explore a range of phenomena, including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters.
Working Scientifically		
Planning	<ul style="list-style-type: none"> • Can they explore different ways to test an idea, choose the best way, and give reasons? • Can they identify the key factors when planning a fair test? • Can they vary one factor whilst keeping the others the same in an experiment? Can they explain why they do this? • Can they use information to make a prediction and give reasons for it? • Can they use test results to make further predictions and set up further comparative tests? 	<ul style="list-style-type: none"> • Can they choose the best way to answer a question and use information from different sources to plan an investigation? • Can they make a prediction which links with other scientific knowledge?

	<ul style="list-style-type: none"> • Can they explain, in simple terms, a scientific idea and what evidence supports it? 	
Obtaining and Presenting Evidence	<ul style="list-style-type: none"> • Can they explain why they have chosen specific equipment? (incl ICT based equipment) • Can they decide which units of measurement they need to use? • Can they make precise measurements? • Can they explain why a measurement needs to be repeated? • Can they record their measurements in different ways? (incl bar charts, tables and line graphs) • Can they read and record measurements systematically using a range of scientific equipment with increasing accuracy and precision? • Can they present a report of their findings through writing, display and presentation? 	<ul style="list-style-type: none"> • Can they plan which equipment they will need and use it effectively? • Can they explain qualitative and quantitative data?
Considering Evidence and Evaluating	<ul style="list-style-type: none"> • Can they find a pattern from their data and explain what it shows? • Can they use a graph to answer scientific questions? • Can they link what they have found out to other science? • Can they suggest how to improve their work and say why they think this? • Can they record more complex data and results using scientific diagrams, classification keys, tables, bar charts, line graphs and models? • Can they draw conclusions from their work? • Can they report findings from investigations through written explanations and conclusions using appropriate scientific language? 	<ul style="list-style-type: none"> • Can they identify scientific evidence that has been used to support or to refute ideas or arguments and link their conclusions to it? • Can they explain how they could improve their way of working? • Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations?
Types of Investigations	<ul style="list-style-type: none"> • Children should have the opportunity to investigate through: • Recognising and controlling variables accurately and fairly, including changes over different periods of time • Noticing patterns, groupings and classifying • Carrying out comparative and fair tests • Finding things out using a wide range of secondary sources. 	