

Year 6			
Term	Autumn: Ancient Egyptians (History)	Spring: Natural Disasters- Focus on Japan (Geography)	Summer: Cornwall- WW2
Overview	To learn about the life of the Ancient Egyptians and how they impacted our lives in the modern day. By looking at various history objectives the children will locate their place in time and gather information with aim to mimic a "Weighing of the Heart" ceremony.	To learn about disasters (caused by tectonic movement) with a focus on those that occur in Japan. This topic will also look at Japanese culture including the artist 'Hokusai' (art focus) and making slippers in DT.	What was life like in Cornwall during WW2 and what impact did the war have on its residents? Children to learn key facts about what was happening in the war elsewhere as well as what caused and ended it.
Prior Learning to support Long term memory	<ul style="list-style-type: none"> <li>The Pyramids are a wonder of the world</li> <li>The River Nile runs through Egypt</li> <li>Some knowledge of the Pharaohs Tutankhamun and Ramses II.</li> <li>Mummification is linked to Ancient Egyptians.</li> </ul>	Some knowledge of natural disasters and Japanese culture	Some general knowledge of WW2 and lots of general knowledge about Cornwall.
Topic Question	Who's the Mummy?	Is Japan on my bucketlist? Should I live here?	What was life like in Cornwall during WW2?
Topic Launch	Egyptian amulet – what is it? Where did it come from? Asking investigative historical based questions.	Japanese taster afternoon e.g. sushi tasting, Pocky, anime drawing, Japanese music listening, green tea. Origami	Siren to go off in class/playground and children to run for cover? Class to mirror a WW2 classroom ready for learning that day? A day in a school?
Topic Celebration	Weighing of the Heart Ceremony	Japanese Tea Party	Port Meriadoc
Religious Education Question	Who did the Ancient Egyptians worship? Are there any comparisons to our Christian God?	If you were of the world, the world would love you as its own.	Should Christians fight in war?
Memory Facts to retain (Long term memory)	The Ancient Egyptians built pyramids and lived long ago	Natural disasters- taught in year 4.	Some knowledge of WW2- who was involved, key battles and dates
Class Novel	Who Let the Gods out? Gold of the Gods - Quest story	Kensuke's Kingdom	Once
English Text Types and specific texts	Quest for the Golden Scarab Non chronological report about Ancient Egyptian Life	Standard story plot and variation e.g. flashback. Persuasive text – travel to Japan	
STEM opportunities	DT – make and design an outer coffin suitable for transportation to the afterlife.	DT- designing and making slippers	DT- making pasties and the trip to the Telegraph Museum
Trip	Royal Cornwall Museum and Truro Cathedral Crypt	Japanese Garden in Newquay?	Porthcurno Telegraph Museum
Outdoor Learning Opportunities	Exercise on the body and the impact that it has on the heart. Understanding of what the heart is used for.	Make your own mini Japanese garden with found objects.	Orienteering when looking at six figure grid references
<b>National Curriculum Coverage Skills/Knowledge Components</b>			
History	<ul style="list-style-type: none"> <li>Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.</li> <li>Understand the methods of historical enquiry, including how it is used to make historical claims.</li> </ul>		<ul style="list-style-type: none"> <li>Identify significant events, make connections, draw contrast and analyse trends</li> <li>A detailed study of a particular famous person and their historical legacy from at least two different points of view.</li> <li>Language specific to topic (e.g. mummified)</li> </ul>

	<ul style="list-style-type: none"> <li>Identify significant events, make connections, draw contrast and analyse trends</li> <li>A detailed study of a particular famous person and their historical legacy from at least two different points of view. E.g. Cleopatra – was she inherently good? Howard Carter and his discovery.</li> <li>Language specific to topic (e.g. mummified)</li> </ul>		
Vocabulary	Afterlife, Amulet, Amun , Ankh, Book of the Dead, Canopic jars, Delta, River Nile, Dynasty, Egyptologist, Giza, Imhotep, Lower Egypt, Memphis, mummy, mummification, Osiris, Pharoah, Pyramid, papyrus, sarcophagus, Sphinx, Thebes, Tutankamun,		Air raid, Blitz, campaign, Chamberlain (Neville), Churchill (Winston), defend, economy, evacuate Hitler (Adolf), industrial, invasion, Luftwaffe, military, Nazi, rationing, rural, surrender, urban, warden
Geography	<ul style="list-style-type: none"> <li>Know meaning of latitude or longitude, Equator or Tropics of Capricorn and Cancer (inc. Northern and Southern hemispheres) or Arctic and Antarctic Circles or Time zones.</li> </ul>	<ul style="list-style-type: none"> <li>Study environments and compare similarities and differences in a range of features.</li> <li>Know meaning of Biomes and vegetation belts.</li> <li>Know about climate change.</li> <li>Know about plate tectonics.</li> <li>Know the difference between human and physical geography.</li> </ul>	<ul style="list-style-type: none"> <li>Use six figure grid references.</li> <li>Use fieldwork to support studies.</li> </ul>
Vocabulary		Tsunami, volcano, earthquake, Tremor, magma, lava, seismic, Richter scale, fault	
Science	<p><b>The body and the circulatory system</b></p> <p><b>Animals including humans</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<p><b>Evolution and inheritance</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> <p><b>Light</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p><b>Electricity</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul>
RE	Creation/Fall Creation and Science: conflicting or complimentary?	Kingdom of God What kind of king is Jesus?	Salvation What difference does the resurrection make for Christians?

	<p><b>Sikhism</b> Beliefs and values The Gurus including the lives and teachings of the 10 Gurus and the Guru Granth Sahib.</p>	<p><b>Incarnation</b> Was Jesus the Messiah?</p>	<p><b>Sikhism</b> Community Gurdwara and symbols. Practices. Holy Days and ceremonies. The 5 Ks</p>
<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Take turns to lead a group.</li> <li>• Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.</li> <li>• Play more complex instrumental parts.</li> <li>• Perform in live contexts, accounting for musical dimensions.</li> <li>• Compose and perform melodies using five or more notes.</li> <li>• Show confidence, thought and imagination in selecting sounds and structures to convey an idea.</li> <li>• Create music reflecting given intentions and record using standard notation.</li> <li>• Use ICT to organise musical ideas.</li> <li>• (Combine all musical dimensions).</li> <li>• Identify dimensions of music in songs and pieces of music.</li> <li>• Use musical vocabulary confidently to describe music.</li> <li>• Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing.</li> <li>• Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</li> <li>• Refine and improve own/ others' work.</li> <li>• Use increased aural memory to recall sounds accurately.</li> <li>• Use knowledge of musical dimensions to know how to best combine them.</li> <li>• Know and use standard musical notation to perform and record own.</li> <li>• Introduce notation recorded on a stave.</li> <li>• Develop an understanding of the history of music.</li> </ul>		
	<p><b>Unit 1:</b> Happy <b>Style:</b> Pop/Motown. <b>Unit 2:</b> Classroom Jazz 2 <b>Style:</b> Jazz, Latin, Blues</p>	<p><b>Unit 1:</b> Benjamin Britten - A New Year Carol <b>Style:</b> Benjamin Britten (Western Classical Music), Gospel, Bhangra. <b>Unit 2:</b> A new unit - more details to follow</p>	<p><b>Unit 1:</b> You've Got A Friend <b>Style:</b> The Music of Carole King <b>Unit 2:</b> Reflect, Rewind and Replay <b>Style:</b> Western Classical Music and your choice from Year 6</p>
<p><b>Art and Design</b></p>	<p>Different textures and consistencies of paint. Large-scale models and sculpture.</p> <p>Use Art to express an abstract concept e.g war, love, creation.</p> <p>Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.</p> <p>Apply paint to show textures.</p> <p>'Limited palette' work. Working with one colour and developing work using tints and shades</p> <p>Be able to identify and appraise the work of designers through history.</p>	<p>Continue with their portfolios.</p> <p>Use viewfinders and perspective techniques in composition.</p> <p>Apply paint to show textures.</p> <p>Be able to identify and appraise the work of designers through history.</p> <p>Work towards a portfolio of work of which they are proud, giving reasons for their choices, and areas in which they would like to develop.</p>	<p>Explore materials to create sculptures (mod roc, clay, natural materials, household object, chicken wire.)</p> <p>Large-scale drawings and paintings. Collaborative work.</p> <p>Art in public sphere.</p> <p>Apply paint to show textures.</p> <p>Construct scale models using joining and drawing techniques.</p> <p>Combine techniques and give reasons for choices.</p> <p>Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.</p> <p>Be able to identify and appraise the work of designers through history.</p>

	<p><b>Developing a painting from a drawing</b></p> <p>Design a Pharaoh portrait using a range of painting/drawing but also mixed media and channel the inner personality of your pharaoh.</p>  <p>Look at the ancient pyramid drawings to see how we can get desired effect on papyrus (use paint to show textures) and appraise work of designers in history e.g. ancient Egyptians.</p>	<p><b>Artist Study- Hokusai</b></p> <p>Look at the work of Hokusai and the landscapes of Japan.</p> <p>Investigate the techniques used by Hokusai to create his work (printing)</p> <p>Individual drawings of Japanese landscape</p> <p>Print using Hokusai techniques – use rollers and foam</p>	<p><b>Drawing natural resources and sculpture</b></p> <p>Work in the environment or for a particular role (eg: in hospitals, parks, school playgrounds). Look at real-life art in situ (such as the The Angel of the North; Anish Kapoor; Grayson Perry; M5 'Wicker Man'; London Olympics Opening Ceremony)</p>
<p><b>Design and Technology</b></p>	<p>Research existing products to inform design choices and criteria, taking into consideration user needs.</p> <ul style="list-style-type: none"> <li>Design innovative, functional, appealing products aimed at particular individuals or groups.</li> <li>Develop a set of criteria, based on research, to aid design process.</li> <li>Communicate ideas by using cross-sectional diagrams, exploded diagrams, prototypes, pattern ideas and computer-aided design.</li> <li>Communicate ideas through oral and ICT presentations.</li> <li>Adapt designs, where necessary, based of design feedback.</li> <li>Select from and use a wider range of specialist tools and equipment.</li> <li>Use specialist equipment for a specific purpose accurately and safely.</li> <li>Select from and use a wider range of specific materials and components according to their use and aesthetic properties.</li> <li>Investigate and explore a range of existing products, considering construction and purpose.</li> <li>Evaluate their ideas, prototypes and products against a specific set of criteria they have devised.</li> <li>Suggest ways of improving own and others' work, using specific criteria.</li> <li>Identify and understand how key events and individuals in design and technology have helped shape the world.</li> <li>Design and build more complex frameworks, using a range of materials to support mechanisms.</li> <li>Apply understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>Understand and use CAM mechanisms to create moving models.</li> </ul>	<p>Research existing products to inform design choices and criteria, taking into consideration user needs.</p> <ul style="list-style-type: none"> <li>Design innovative, functional, appealing products aimed at particular individuals or groups.</li> <li>Develop a set of criteria, based on research, to aid design process.</li> <li>Communicate ideas by using cross-sectional diagrams, exploded diagrams, prototypes, pattern ideas and computer-aided design.</li> <li>Communicate ideas through oral and ICT presentations.</li> <li>Adapt designs, where necessary, based of design feedback.</li> <li>Select from and use a wider range of specialist tools and equipment.</li> <li>Use specialist equipment for a specific purpose accurately and safely.</li> <li>Select from and use a wider range of specific materials and components according to their use and aesthetic properties.</li> <li>Investigate and explore a range of existing products, considering construction and purpose.</li> <li>Evaluate their ideas, prototypes and products against a specific set of criteria they have devised.</li> <li>Suggest ways of improving own and others' work, using specific criteria.</li> <li>Identify and understand how key events and individuals in design and technology have helped shape the world.</li> </ul>	<ul style="list-style-type: none"> <li>Research existing products to inform design choices and criteria, taking into consideration user needs.</li> <li>Design innovative, functional, appealing products aimed at particular individuals or groups.</li> <li>Develop a set of criteria, based on research, to aid design process.</li> <li>Communicate ideas by using cross-sectional diagrams, exploded diagrams, prototypes, pattern ideas and computer-aided design.</li> <li>Communicate ideas through oral and ICT presentations.</li> <li>Adapt designs, where necessary, based of design feedback.</li> <li>Select from and use a wider range of specialist tools and equipment.</li> <li>Use specialist equipment for a specific purpose accurately and safely.</li> <li>Select from and use a wider range of specific materials and components according to their use and aesthetic properties.</li> <li>Evaluate their ideas, prototypes and products against a specific set of criteria they have devised.</li> <li>Understand and apply the principles of a healthy and varied diet.</li> <li>Understand which foods are sources of required nutrition (including minerals, vitamins, etc.)</li> <li>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>

	<ul style="list-style-type: none"> <li>Understand and use a range of electrical systems in their products, such as series circuits, incorporating switches, bulbs, buzzers and motors.</li> <li>Apply their understanding of computing to program, monitor and control their products.</li> </ul>		
	<p><b>Amulets</b></p> <p>Design and make an Ancient Egyptian amulet.</p> <p>Look at prototypes of various amulets. Design your own amulet using given materials.</p> <p>Suggest improvements on design and suggest what might be able to support the softer material to stop it breaking.</p> <p>Make the amulet.</p>	<p><b>Slippers- using textiles</b></p> <p>Design and make Japanese slippers to be worn to a tea ceremony- when designing children will consider design (Japanese culture) and function.</p>	<p><b>Pasties/British Pies</b></p> <p>Design and bake pasties- Cornish topic. Children to consider seasonal vegetable and foods that were accessible during WW2.</p>
MFL	<ul style="list-style-type: none"> <li>Initiate and sustain conversations</li> <li>Re-use previously learned language in a new context</li> <li>Perform a sketch to an audience</li> <li>Present oral work confidently speaking clearly and audibly with good pronunciation</li> <li>Understand details including opinions from spoken passages</li> <li>Recognise agreements and patterns in spoken passages</li> <li>Listen for clues to meaning (tone of voice)</li> <li>Understand key details from a short spoken passage</li> <li>Recognise that word order may vary between languages</li> <li>Prepare songs and sketches for a performance</li> <li>Speak audibly and clearly to an audience</li> <li>Identify the sounds of some letters of the alphabet</li> <li>Identify and substitute nouns in a sentence</li> <li>Understand the gist of an audio recording</li> <li>Ask for repetition/clarification</li> <li>Use knowledge of pronunciation patterns to create a rap</li> <li>Sustain an unrehearsed conversation for at least 4 exchanges</li> <li>Make predictions about meaning from existing knowledge</li> <li>Understand key details from an authentic text</li> <li>Use a dictionary</li> <li>Match sound to sentences and paragraphs</li> <li>Understand the main points and simple opinions in a short written text and respond by answering true/false questions</li> <li>Follow a story as it is read aloud and demonstrate understanding</li> <li>Recognise adjectival agreements in short text</li> <li>Read aloud phrases using a variety of voices and expression</li> <li>Match sound to individual word in a list</li> <li>Identify different text types</li> <li>Sort word cards into nouns, verbs, adjectives and prepositions</li> <li>Read for enjoyment and information</li> <li>Understand the formation of a basic negative sentence</li> <li>Add two short verses to a rhyming poem</li> <li>Construct a short paragraph by adapting a model</li> <li>Use a dictionary to find additional nouns to construct short sentences</li> <li>Contribute to shared writing</li> <li>Produce a piece of writing (adapting a model)</li> <li>Write a short letter</li> <li>Write a program of activities (eg for a holiday)</li> <li>Be aware of cultural differences in housing</li> <li>Understand that French is spoken in many countries throughout the world</li> </ul>		
	Language Angels Scheme of Work	Language Angels Scheme of Work	Language Angels Scheme of Work
PSHCE	Different types of families Healthy/harmful relationships	Spending decisions Exploring risk in relation to gambling	Social media Feelings and common anxieties when changing schools
	Keep your body safe 1 Consent – keeping your body safe 2	Online friendships and keeping safe. Share aware 1 – Alex	Changing schools

		Skills for using the internet safely. Share aware 2- Lucy	
Computing	Code Using Swift Scratch Coding Module 1	E-Safety SATs Revision	Making Movies
	<ul style="list-style-type: none"> <li>• Design a solution by breaking a problem up.</li> <li>• Recognise that different solutions can exist for the same problem.</li> <li>• Use logical reasoning to detect errors in algorithms.</li> <li>• Use selection in programs.</li> <li>• Work with variables.</li> <li>• Explain how an algorithm works.</li> <li>• Explore 'what if' questions by planning different scenarios for controlled devices.</li> <li>• Select, use and combine software on a range of digital devices.</li> <li>• Use a range of technology for a specific project.</li> <li>• Discuss the risks of online use of technology.</li> <li>• Identify how to minimise risks.</li> </ul>		
PE	Indoor – Gymnastics Outdoor – Netball	Indoor- Dance Outdoor- Badminton	Indoor - football Outdoor - athletics
	Indoor – Health and fitness Outdoor - Hockey	Indoor- Tennis Outdoor- Tag Rugby	Indoor – OAA Teambuilding Outdoor - Rounders