

# Year 6 - Long Term Plan



## HISTORY

- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
- A local history study – a study over time tracing how several aspects of national history are reflected in the locality

### **Historical Knowledge: Constructing the past.**

- Establish clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time.
- Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

### **Historical Knowledge: Sequencing the past.**

- Develop chronologically secure knowledge and understanding of British, local and world history.

### **History Concepts: Change and Develop/Similarity and Difference.**

- Address and devise historically valid questions about change, similarity and difference.
- Note connections, contrasts and trends over time.

### **History Concepts: Cause and Effect.**

- Address and devise historically valid questions about cause.

### **History Concepts: Significance and Interpretation.**

- Address and devise historically valid questions about significance.
- Understand how and why different interpretations of the past have been constructed.

### **Historical Enquiry: Planning and Carrying out Historical Enquiry.**

- Construct informed responses that involve thoughtful selection and organisation.
- Develop appropriate use of historical terms.

### **Historical Enquiry: Using Sources as Evidence.**

- Understand how our knowledge of the past is constructed from a range of sources.

## DESIGN TECHNOLOGY

### **Cooking & Nutrition**

- Understand and apply the principles of a healthy and varied diet
- Cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet
- Become competent in a range of cooking techniques
- Understand the source, seasonality and characteristics of a broad range of ingredients

### **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 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
- Understand and use mechanical systems in their products
- Understand and use electrical systems in their products

## SCIENCE

### **Working Scientifically**

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

## GEOGRAPHY

### **Locational Knowledge:**

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns, and understand how some of these aspects have changed over time.

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Making measurements, using a range of scientific equipment, with increasing accuracy and precision
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs
- Using test results to make predictions to set up further comparative and fair tests
- Using simple models to describe scientific ideas
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

#### **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 micro-organisms, 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**

- 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

- Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

#### **Place Knowledge:**

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

#### **Human and Physical Geography:**

- Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Describe and understand key aspects of 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.

#### **Geographical Skills and Fieldwork:**

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

<p><b>Electricity</b></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>	
<p><b>MUSIC</b></p>	<p><b>PE</b></p>
<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p><b>Sport &amp; Games</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination</li> <li>• Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>
<p><b>COMPUTING</b></p>	<p><b>MODERN FOREIGN LANGUAGES</b></p>
<ul style="list-style-type: none"> <li>• Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration</li> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>• 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.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<p><b>Listening &amp; Comprehension</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• Present ideas and information orally to a range of audiences*</li> </ul> <p><b>Reading &amp; Comprehension</b></p> <ul style="list-style-type: none"> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally* and in writing</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
<p><b>RELIGIOUS EDUCATION</b></p>	<p><b>ART AND DESIGN</b></p>
<p><b><u>Learning about religion and belief</u></b></p> <ul style="list-style-type: none"> <li>• Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.</li> <li>• Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.</li> <li>• Identify and begin to describe the similarities and differences within and between religions.</li> <li>• Investigate the significance of religion in the local, national and global communities.</li> <li>• Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them.</li> <li>• Describe and begin to understand religious and other responses to ultimate and ethical questions.</li> <li>• Use specialist vocabulary in communicating their knowledge and understanding.</li> <li>• Use and interpret information about religions from a range of sources.</li> </ul> <p><b><u>Learning from religion and belief</u></b></p> <ul style="list-style-type: none"> <li>• Engage with and reflect on what it means to belong to a faith community, communicating their own and others' responses.</li> <li>• Reflect on and respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways.</li> <li>• Discuss their own and others' views of religious truth and belief, expressing their own ideas in increasing depth.</li> <li>• Reflect on ideas of right and wrong and their own and others' responses to them reflect on sources of inspiration in their own and others' lives.</li> </ul>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>• About great artists, architects and designers in history.</li> </ul>