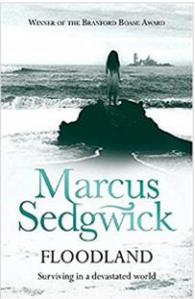
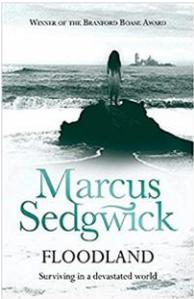
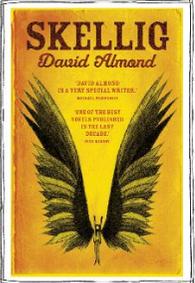
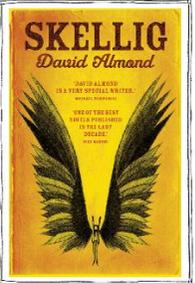


Year group: 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	The Fragile Earth		World War I and II		The Shang Dynasty	
Key Idea	'We have a single mission: to protect and hand on the planet to the next generation.' Francois Hollande	'The journey of a thousand miles must begin with a single step' Lao Tzu	'The whole is more than the sum of its parts' Aristotle	'One always measures friendships by how they show up in bad weather.' Winston Churchill	'The most important thing in life is to stop saying: "I wish" and start saying "I will". Consider nothing impossible, then treat possibilities as probabilities' Charles Dickens	"I do not feel obliged to believe that the same God who has endowed us with sense, reason, and intellect has intended us to forgo their use." Galileo Galilei
Core Texts	Floodland - Marcus Sedgwick 	Floodland - Marcus Sedgwick 	Private Peaceful – Michael Morpurgo 	Private Peaceful – Michael Morpurgo 	Skellig – David Almond 	Skellig – David Almond 
Suggested Progression of Themes	Formal letter writing Persuasive Writing Balanced Argument Recounts PE Invasion games	Instructional writing Play scripts Character description Traditional tales, myths and legends PE Dance	Propaganda Writing Letter writing (Formal and informal) Note writing for debates PE Gymnastics	Short form text for persuasive posters Recounts Diary writing Newspaper reports PE Net and wall	Descriptive writing Writing in role Letter writing Poetry writing Creative PE Striking and fielding	Diary writing Character description Play script Personal response E mail PE Athletics
Current affairs/wider world opportunities)	Democracy Global warming Recycling	Change Politics Extinction	Relationships Family Religion	Bereavement Democracy Conflict	Poverty Homelessness Peace	Changes Evolution Moving on

<p>Cross-Curricular Links</p>	<p>Geography: Physical geography of Earthquakes, volcanoes, tsunamis, flooding, forest/ bush fires</p> <p>Structure of the Earth</p> <p>How these change the physical appearance of the Earth following the disasters</p> <p>Impact on local communities</p> <p>Science: Diet and Lifestyle</p> <p>English: Letter writing Writing in role Poetry</p> <p>Maths: Place Value Addition Subtraction Multiplication Division</p>	<p>History: Leisure and tourism Historical natural disasters and their impact on life today.</p> <p>Science: Evolution and Inheritance Humans and animals over time</p> <p>English: Persuasive speeches Free writing opportunities Cross curricular writing opportunities</p> <p>Maths: Fractions Geometry, position and direction</p>	<p>History: World War I and II</p> <p>Science: Sustainability</p> <p>English: Letter writing (Formal and informal) Note writing for debates Short form text for persuasive posters Recounts</p> <p>Maths: Decimals Percentages Algebra</p>	<p>History: World War I and II</p> <p>Science: Light Light</p> <p>English: Letter writing (Formal and informal) Note writing for debates Short form text for persuasive posters Recounts</p> <p>Maths: Measurement – converting units, perimeter, area and volume Ratio</p>	<p>Geography: China, world geography</p> <p>Science: Electricity</p> <p>English: Descriptive writing Letter writing Poetry writing Diary writing Play script Personal response E mail</p> <p>Maths: Geometry – Properties of shapes Problem solving Statistics</p>	<p>History: The Shang Dynasty</p> <p>Geography: Change of land use over time. Impacts of tourism on our town. Map work</p> <p>Science: History of Science</p> <p>English: Descriptive writing Writing in role Creative Diary writing Character description</p> <p>Maths: Statistics Investigations Consolidation</p>
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	<p>Art: Drawing</p> <p>R.E: CREATION Creation and science: conflicting or complementary? in the wider context of 'Big Questions'</p> <p>PSHE: Bravery and risk taking, bereavement, friendship, bullying and empathy.</p> <p>Computing: Typing skills Microsoft Word Excel</p> <p>PE</p>	<p>Art: Printing Intaglio (copper etching) Wood engravings The children might want to look at the work of illustrator and wood engraver John Lawrence to broaden their experiences.</p> <p>R.E: GOSPEL What would Jesus do?</p> <p>CHRISTMAS theme 2 lessons</p> <p>PSHE: Bereavement, friendship, bullying and empathy.</p> <p>Computing: Presentational work leading to class demonstrations. (PowerPoint and Publisher)</p> <p>PE:</p>	<p>DT: Collage/Sewing Bayeux Tapestry</p> <p>R.E: Islam What does it mean to be a Muslim in Britain today? (Part 2)</p> <p>PSHE: Young carers Democracy Conflict</p> <p>Computing: Online research Esafety Social media</p> <p>PE:</p>	<p>DT: Making Anderson Shelters</p> <p>R.E: SALVATION What difference does the resurrection make for Christians?</p> <p>PSHE: Young carers Democracy Conflict</p> <p>Computing: We are game developers Code.org Scratch</p> <p>P.E: Striking and fielding Gym fit circuits</p>	<p>Art: Colour</p> <p>R.E: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>PSHE: How can we improve the world?</p> <p>Computing: We are bloggers</p> <p>P.E: Nimble Nets Cool Core</p>	<p>DT: -mechanisms</p> <p>R.E: KINGDOM OF GOD What kind of king is Jesus?</p> <p>PSHE: Moving on SRE refresher</p> <p>Computing: We are architects</p> <p>P.E: Young Olympians Fitness Frenzy</p>
	Skills	<p>Geog To research global warming and form an</p>	<p>Geog To complete a project that could improve the</p>	<p>History To study how life and geography has changed</p>	<p>History</p>	<p>History</p>

	<p>opinion based on your research.</p> <p>Art</p> <ul style="list-style-type: none"> -Use first hand observations using different viewpoints, developing more abstract representations -Work indoors and outdoors -Use a range of mediums on a range of backgrounds -Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight -Introduce perspective, fore/back and middle ground -Investigate proportions 	<p>world on a global scale that is relevant to global warming.</p> <p>Art</p> <ul style="list-style-type: none"> -Create polystyrene printing blocks to use with roller and ink. -Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point 	<p>over the years using both primary and secondary sources.</p> <p>DT</p> <ul style="list-style-type: none"> -Create tie dye pieces combining two colours -Create detailed designs which can be developed into batik pieces -Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc. -Experiment with circular embroidery frames 	<p>To study aspects of WW2 life and achievements and their influence on the whole world</p> <p>DT</p> <p>Understand how to use learning from science and maths to help design and make products that work</p> <p>Use the correct technical vocabulary for the projects they are undertaking</p> <p>Know how to reinforce/strengthen a 3D framework</p> <p>Select tools and equipment suitable for the task</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using</p> <p>Select materials and components suitable for the task</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities</p> <p>Order the main stages of making</p> <p>Produce detailed lists of tools, equipment and materials that they need</p> <p>Follow procedures for safety</p> <p>Accurately measure to nearest mm, mark out, cut and shape materials and components</p> <p>Accurately assemble, join and combine materials/components</p>	<p>To improve exam technique.</p> <p>Art</p> <ul style="list-style-type: none"> -Build on previous work with colour by exploring intensity -Introduce acrylic paint -Develop watercolour techniques -Explore using limited colour palettes -Investigate working on canvas experiment with colour in creating an effect -Mark make with paint (dashes, blocks of colour, strokes, points) - Develop fine brush strokes 	<p>To study the theory of evolution and creation.</p> <p>DT</p> <p>Design and create sculpture, both small and large scale</p> <p>Use objects around us to form sculptures</p> <p>Use wires to create malleable forms</p> <p>Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with Modroc)</p>
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				<p>Accurately apply a range of finishing techniques, including those from art and design</p> <p>Use techniques that involve a number of steps</p> <p>Demonstrate resourcefulness, e.g. make refinements</p>		
Experiences	Visitor RE Natural disasters/environment	Christmas experience (Crossteach)	<p>Mosque Visit</p> <p>The Imperial War Museum</p> <p>Worshiping in different faiths.</p>	<p>WW II Day</p> <p>Reading a map (WW1 + 2)</p>	SATs	<p>Residential Trip (Kingswood)</p> <p>Rochester School Celebration Day</p>
Knowledge	<p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	Environmental changes	British Battles	World War 1 and 2	Ancient civilisations	Evolution