

Year 6	The Romans	Mountains	20 th Century
<p>Geography</p>	<p>Compare and contrast a region of the UK, a European country and a country in North or South America.</p> <p>Know the key human and physical characteristics of at least 6 countries across Europe, North and South America (compare and contrast within and between cities in countries like London, Rio de Janeiro, Africa, Brazil Sao Paulo e.g. slums/large buildings)</p> <p>Understand key physical geography concepts including:</p> <ul style="list-style-type: none"> • Climate zones • Volcanoes and earthquakes <p>Understand key human geography concepts including:</p> <ul style="list-style-type: none"> • Types of settlement and land use (Roman invasion) <p>Use 6 figure grid referencing.</p> <p>Compare and contrast a region of the UK, a European country and a country in North or South America.</p>	<p>Identify the position and significance of latitude and longitude, the equator, northern and southern hemispheres, Arctic and Antarctic circles, the Greenwich Meridian and time zones.</p> <p>Understand key physical geography concepts including:</p> <ul style="list-style-type: none"> • Mountains <p>Use maps atlases, globes and digital mapping to locate countries and describe features.</p> <p>Understand and use a wide range of symbols and keys on a wide range of maps including OS maps.</p> <p>Use 6 figure grid referencing.</p> <p>Locate at least 12 countries across most continents using a variety of maps.</p> <p>Understand a wide range of geographical similarities and differences through both human and physical studies. (Ski resort- compare 2 countries with famous mountains for tourism and what it's like to live there)</p> <p>Know at least 10 capitals and major cities across Europe and North America.</p>	<p>Use both primary and secondary fieldwork to observe, measure, record and present both human and physical features in a local area using a range of methods. <i>(Traffic survey, comparison of A46 roundabout and Witham roundabout)</i></p> <p>Understand key human geography concepts including:</p> <ul style="list-style-type: none"> • Economic activity including some trade links (link with traffic survey, how many trade lorries did you see) • Beginning to understand the distribution of natural resources including food (Tudor banquet/farming) <p>Use the 8 points of a compass (Tudor sailors)</p> <p><i>Understand and use a wide range of symbols and keys on a wide range of maps including OS maps</i></p> <ul style="list-style-type: none"> • Tudor explorers

		<p>Name and locate at least 8 counties and cities within the UK (mountain/raised areas in the UK).</p> <p>Understand land use patterns within the UK and some of the key topographical features that may contribute to this. (Features of mountains/area around it.)</p>	
<p>History</p>	<p>The Roman Empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none"> • Julius Caesar • The Roman army • Invasion by Claudius • British resistance – Boudica • 'Romanisation' of Britain • Hadrian's wall <p>Understand and use at least 4 sources to find information.</p> <p>Select sources independently and give reasons for their choices.</p> <p>Understand continuity and change, cause and consequence and similarity and difference.</p> <p>Understand the differences between local, national and international history.</p>	<p>Changes in The Twentieth Century - - replacement topic for Crime and Punishment This could include leisure and entertainment in the 20th century</p> <p>Understand and use at least 4 sources to find information.</p> <p>Understand the differences between local, national and international history.</p> <p>Understand similarities and differences between cultural, military, religious and social history.</p> <p>Give reasons why some events, people or developments are seen as more significant than others.</p> <p>Have a secure and coherent understanding of the chronological</p>	<p>A non-European community that provides contrasts with British history. The Mayan Civilisation Life during the Mayan Civilisation</p> <p>Mayan Art Mayan Gods Mayan writing or number system</p> <p>Understand and use at least 4 sources to find information.</p> <p>Select sources independently and give reasons for their choices.</p> <p>Understand the reliability and bias of different sources with an understanding that the past is represented and interpreted in different ways.</p> <p>Understand similarities and differences between cultural, military, religious and social history.</p>

	<p>Understand similarities and differences between cultural, military, religious and social history.</p> <p>Construct and organise responses by selecting and organising relevant historical data.</p> <p>Offer explanations about why people in the past acted as they did.</p> <p>Have a secure and coherent understanding of the chronological narrative from the earliest times to the present day.</p> <p>Establish a sound understanding of where any time period studied fits within the wider chronological picture of the history of the United Kingdom.</p> <p>Demonstrate historical perspective by explaining contrasts and trends.</p> <p>Place events, people, places and artefacts on a timeline.</p> <p>Use a range of knowledge to apply their understanding of chronology.</p>	<p>narrative from the earliest times to the present day.</p> <p>Demonstrate historical perspective by explaining contrasts and trends.</p> <p>Place events, people, places and artefacts on a timeline.</p> <p>Use a range of knowledge to apply their understanding of chronology.</p> <p>Use correct terminology to describe events in the past (contemporary, epoch, inevitable, subsequent, legacy, dominate, diminish).</p> <p>Use appropriate terminology e.g. empire, civilisations, parliament, peasantry, impact, complex, sustain, obstacle, generalise, phenomenon.</p> <p>Describe and make links between events, situations and changes within and across different periods.</p>	<p>Devise, ask and answer increasingly complex questions about the past.</p> <p>Offer explanations about why people in the past acted as they did.</p> <p>Have a secure and coherent understanding of the chronological narrative from the earliest times to the present day.</p> <p>Establish a sound understanding of where any time period studied fits within the wider chronological picture of the history of the United Kingdom.</p> <p>Use a range of knowledge to apply their understanding of chronology.</p> <p>Use correct terminology to describe events in the past (contemporary, epoch, inevitable, subsequent, legacy, dominate, diminish).</p> <p>Begin to use appropriate terminology e.g. empire, civilisations, parliament, peasantry,</p>
--	---	---	---

	<p>Use correct terminology to describe events in the past (contemporary, epoch, inevitable, subsequent, legacy, dominate, diminish).</p> <p>Begin to use appropriate terminology e.g. empire, civilisations, parliament, peasantry, impact, complex, sustain, obstacle, generalise, phenomenon.</p> <p>Describe and make links between events, situations and changes within and across different periods.</p>		<p>impact, complex, sustain, obstacle, generalise, phenomenon.</p> <p>Describe and make links between events, situations and changes within and across different periods.</p>
<p>Art</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> • Use a range of drawing tools to make careful representations of their own ideas. • Work from observation. • Work from their imagination. • Talk about the different shapes, textures, patterns, form and lines within their drawing. • Draw objects in proportion. (Face, people etc.) • Use simple perspective to create depth and distance in drawings. • Use quick sketching and shading, adding notes on colour and texture to record ideas in a sketch book. This can be added to over time. • Talk about their own drawing skills and compare it to those of a famous artist. (Talk about similarities and differences in the use of line, shape and colour, techniques and materials used.) 	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> • Talk about the properties of a given sculpture or piece of architecture. • Demonstrate a good understanding of the properties and limitations of materials and use this to help them to make decisions about what to work with. • Talk about the different shapes, lines, patterns, colours and textures within their own sculpture work or that of others. • Begin to understand how scale can affect the feeling of a piece of sculpture or architecture. • Be aware that most sculpture and architecture can be seen from all angles (Not flat!). • Show a developing understanding of why some famous architectural designs look the way that they do. • Talk about their own sculpture work and compare it to one by a famous artist. (Talk about similarities and differences, scale, shape, texture and colour, techniques and materials). 	<p><u>Collage</u></p> <ul style="list-style-type: none"> • Work accurately to make representations of their own ideas. They may place objects in different positions to change the composition before a final outcome is reached. They take photos as evidence of arrangements or make sketches and notes in sketch books. • Talk about the different shapes, patterns, colours and textures within work. • Try out different materials for the same task, evaluating their success. • Collect and select collage materials both from within school and out. • Experiment with scale within collage work, analysing the effects that different scaled images might have. • Talk about their own collage work and compare it to one by a famous artist or designer. (Talk about similarities and differences, composition, shape, techniques and materials).

<p>DT</p>	<p style="text-align: center;">Structures (Swapped with food for 2020)</p> <p><u>Design</u> PDA 10 - carry out research, using surveys, interviews, questionnaires and web-based resources PDA 11 - identify the needs, wants, preferences and values of particular individuals and groups PDA 12 - develop a simple design specification to guide their thinking</p> <p>PDB 8 - generate innovative ideas, drawing on research PDB 9 - make design decisions, taking account of constraints such as time, resources and cost PDB 10 - share and clarify ideas through discussion PDB 11 - model their ideas using prototypes and pattern pieces</p> <p><u>Making</u> PMA 5 - produce appropriate lists of tools, equipment and materials that they need PMA 7 - select tools and equipment suitable for the task PMA 9 - select materials and components suitable for the task PMB 9 - accurately measure, mark out, cut and shape materials and components</p> <p><u>Evaluate</u> PEA 7 - evaluate their ideas and products against their original design specification PEB 17 - how well products have been designed PEB 18 - how well products have been made PEB 19 - why materials have been chosen PEB 13 - how much products cost to make</p> <p><u>Technical Knowledge</u></p>	<p style="text-align: center;">Mechanical Systems</p> <p><u>Design</u> PDA 10 - carry out research, using surveys, interviews, questionnaires and web-based resources PDA 11 - identify the needs, wants, preferences and values of particular individuals and groups PDA 14 - describe the purpose of their products PDA 16 - explain how particular parts of their products work PDB 12 - use annotated sketches, cross-sectional drawings and exploded diagrams to develop and communicate their ideas PDB 13 - use computer-aided design to develop and communicate their ideas</p> <p><u>Making</u> PMA 6 - formulate step-by-step plans as a guide to making PMB 10 - accurately assemble, join and combine materials and components</p> <p><u>Evaluate</u> PEB 14 - how innovative products are PEB 15 - how sustainable the materials in products are</p> <p><u>Technical Knowledge</u> PTK 13 - how mechanical systems such as cams or pulleys or gears create movement PTK 14 - how more complex electrical circuits and components can be used to create functional products PTK 15 - how to program a computer to monitor changes in the environment and control their products PTK 19 - how to use learning from science to help design and make products that work</p>	<p style="text-align: center;">Food (Swapped with Structures for 2020)</p> <p><u>Design</u> PDA 11 - identify the needs, wants, preferences and values of particular individuals and groups PDB 8 - generate innovative ideas, drawing on research PDB 10 - share and clarify ideas through discussion</p> <p><u>Making</u> PMB 14 - follow procedures for safety and hygiene</p> <p><u>Evaluate</u> PEA 7 - evaluate their ideas and products against their original design specification</p> <p><u>Cooking</u> PCNA 3 - that seasons may affect the food available PCNA 4 - how food is processed into ingredients that can be eaten or used in cooking PCNA 5 - that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world PCNB 7 - that recipes can be adapted to change the appearance, taste, texture and aroma PCNB 8 - that different food and drink contain different substances – nutrients, water and fibre – that are needed for health</p>
------------------	---	---	---

	PTK 20 - how to use learning from mathematics to help design and make products that work					
Science	<u>Working Scientifically</u> Properties and changes of materials <ul style="list-style-type: none"> - Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - Demonstrate that dissolving, mixing and changes of state are reversible changes - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. 			<u>Working Scientifically</u> Animals including Humans <ul style="list-style-type: none"> - Describe the changes as humans develop to old age. Earth and Space <ul style="list-style-type: none"> - Describe the movement of the Earth and other planets relative to the sun in the solar system - Describe the movement of the moon relative to the Earth - Describe the sun, Earth and moon as approximately spherical bodies - Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 		<u>Working Scientifically</u> Forces and Magnets <ul style="list-style-type: none"> - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - Identify the effects of air resistance, water resistance and friction, that act between moving surfaces - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Living Things and their Habitats <ul style="list-style-type: none"> - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals.
	RE	<u>Christianity as a religion</u> <ul style="list-style-type: none"> • Understand what Christianity stands for 	<u>Symbols</u> <ul style="list-style-type: none"> • Understand purpose of symbols in mosque • Know features of a mosque 	<u>Inspirational Christians</u> <ul style="list-style-type: none"> • Know what makes someone inspirational 	<u>Qur'an teachings</u> <ul style="list-style-type: none"> • Understand how Qur'an teaches Muslims to treat others • Understand 5 Pillars of Islam and their importance 	<u>Christian beliefs</u> <ul style="list-style-type: none"> • Name different Christian denominations • Understand how Christian

	<ul style="list-style-type: none"> Explore if Christianity is still a strong religion 2000 years after birth of Jesus Recall how Christianity is celebrated Understand how Christians show they belong Understand important Christian symbols Understand atheists and agnostics views of Christianity 	<ul style="list-style-type: none"> Understand symbolism in Islamic art Develop understanding of important symbols in own life 	<ul style="list-style-type: none"> Understand actions of inspirational people in Christianity Study an inspiration Christian in detail Know what Street Pastors are Understand how Christian faith impacts others 	<ul style="list-style-type: none"> Understand Muslim life and diet Understand Allah's key teaching Understand what life is like in Muslim family 	<p>beliefs are expressed collectively</p> <ul style="list-style-type: none"> Understand importance of Christian religious buildings Know the importance of Christian artefacts Compare Christian and Muslim beliefs 	<ul style="list-style-type: none"> Understand why Muslims fast during Ramadan Understand how Muslims use Arabic during worship Understand 'salat' Understand how Muslims pray and how frequently Compare Christian and Muslim beliefs
Computing	Covered by PPA specialist teacher		Covered by PPA specialist teacher		Covered by PPA specialist teacher	
PE/Health/Cookery	<u>Football</u> <u>Tag rugby</u>	<u>Gymnastics</u> <u>Fitness</u>	<u>Hockey</u> <u>Multi-skills</u>	<u>Netball</u> <u>Multi-skills</u>	<u>Athletics</u> <u>Tennis</u>	<u>Athletics</u> <u>Rounders</u>
Music	Just Like A Roman – Sing Up Charanga – Happy Performance – instruments		Charanga – You Got A Friend Charanga – Classroom Jazz 2 Mountain compositions Explore		Charanga – Music and Me Production rehearsals and performance Performance – singing)	

	<ul style="list-style-type: none"> • Perform on a range of instruments in mixed groups to an audience, with confidence • Read and play with confidence from conventional or graphic notation • Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. • Perform with sensitivity to different dynamics, tempi • Lead/conduct a group of instrumental performers • Maintain a rhythmic or melodic accompaniment to a song • Maintain own part on a pitched instrument in a small ensemble • Perform own compositions to an audience • Use an mp3 recorder/video recorder to keep a record of work in progress and record performances. 	<ul style="list-style-type: none"> • Chords / harmony – concord and discord • Scales, such as PENTATONIC, RAG, BLUES • Texture created by layering rhythmic and/or melodic ostinatos • Developing ideas, using musical devices such as repetition, question and answer, ostinato. • Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African etc • Improvising in a variety of styles <p>Compose / Arrange: (Always considering the musical elements)</p> <ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of the words • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment • Refine own compositions after discussion 	<ul style="list-style-type: none"> • Sing confidently in a wide variety of styles with expression • Communicate the meaning and mood of the song • Sing a simple second part of a two part song with confidence • Maintain own part in a round • Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion <p>Listening, Reflecting and Appraising</p> <ul style="list-style-type: none"> • Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation • Identify and discuss ‘what happens when’ within simple musical structures • Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music • Compare two pieces of instrumental music from different
--	---	---	--

		<ul style="list-style-type: none"> • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions 	<p>countries/ times and discuss the similarities and differences</p> <ul style="list-style-type: none"> • Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions • Use musical vocabulary and knowledge to help identify areas for development or refinement when composing
MFL	<p><u>Le Weekend</u> <u>Moi dans le monde</u></p> <ul style="list-style-type: none"> • Speaks, reads, writes and understands a complex sentence e.g. with a subordinate clause by manipulating language using a language scaffold or a bi-lingual dictionary • Demonstrates a good grasp of the basic grammatical concepts encountered and applies them • Engages in a short conversation using familiar language • Pronounces some unfamiliar words in a sentence using phonic knowledge • Follows and understands a song or story with more complex language • Writes complex familiar sentences from memory with understandable accuracy 	<p><u>Les Planetes</u> <u>Indefinite articles</u></p> <ul style="list-style-type: none"> • Speaks, reads, writes and understands a complex sentence e.g. with a subordinate clause by manipulating language using a language scaffold or a bi-lingual dictionary • Demonstrates a good grasp of the basic grammatical concepts encountered and applies them • Engages in a short conversation using familiar language • Pronounces some unfamiliar words in a sentence using phonic knowledge • Follows and understands a song or story with more complex language • Writes complex familiar sentences from memory with understandable accuracy 	<p><u>Les Habitats</u> <u>Les Verbs reguliers/irreguliers</u></p> <ul style="list-style-type: none"> • Speaks, reads, writes and understands a complex sentence e.g. with a subordinate clause by manipulating language using a language scaffold or a bi-lingual dictionary • Demonstrates a good grasp of the basic grammatical concepts encountered and applies them • Engages in a short conversation using familiar language • Pronounces some unfamiliar words in a sentence using phonic knowledge • Follows and understands a song or story with more complex language • Writes complex familiar sentences from memory with understandable accuracy

Character Education	Overview of all <ul style="list-style-type: none"> • To know what constitutes a positive healthy friendship. • To develop the skill of using strategies to manage peer influence. • To know how friendships can change over time. • To recognise the importance of self-respect. • To listen and respond respectfully to a wide range of people. • To develop the skill of debating 	Individual Liberty <ul style="list-style-type: none"> • To understand what good physical health means. • To understand how regular exercise benefits mental and physical health. • To know that bacteria and viruses can affect health. • To know how to maintain good oral hygiene. To understand the benefits/dangers of sun exposure. 	Democracy <ul style="list-style-type: none"> • To understand the importance of taking care of mental health. • To know about a range of strategies and behaviours that support mental health. • To know that anyone can experience mental ill health. To understand how change and loss can affect feelings. 	Tolerance of others <ul style="list-style-type: none"> • To know that people can be attracted to others. • To know what marriage and civil partnerships are. • To develop the skill of identifying characteristics of healthy family life. • To know that there are different types of family structures. 	Mutual Respect <ul style="list-style-type: none"> • To understand what consent means. • To know how to recognise pressure from others to do something. • To know where to get advice and report concerns. • To develop strategies to respond to hurtful behaviour. To understand what discrimination means. 	Rule of Law <ul style="list-style-type: none"> • To understand the reason for following and complying with restrictions. • To develop the skill of using strategies to keep safe. • To know what is meant by first aid. • To understand that their body belongs to them. To know what support is available to support drug use.
----------------------------	--	---	--	--	--	--

	issues respectfully.					
--	-------------------------	--	--	--	--	--