

Autumn Term Planning Year 6



Why did the Mayan Empire grow when so much of the land they lived in was mountain/jungle?

Prior Learning/ Context	Geography	History	Art	Design Technology
	<p>Previous study of Tropical Islands and Changes in Britain since the Stone Age including:</p> <ul style="list-style-type: none"> understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. <p>Locational knowledge</p> <ul style="list-style-type: none"> 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 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) <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and 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 Geography 187 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>A study of Ancient Greece, Victorian Britain, Ancient Egypt, Anglo Saxons and Viking, World War One and Changes in Britain since the Stone Age including:</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses 	<p>Previous units on watercolours, Gunner Maher as a WW1 artist, clay work, sketching skills.</p> <p>produce creative work, exploring their ideas and recording their experiences</p> <ul style="list-style-type: none"> become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design <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, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 	<p>Previous units on model volcanos, creating homes build over time, creating settlements including simple circuits, designing meals using WW1 rations, designing Stone Age weapons, creating paint using natural materials for Stone Age Art, creating sweet dishes (Victoria Sponge), created religious meals (Unleavened Bread and cous cous), a study of bridges and structures which create the strongest support.</p> <ul style="list-style-type: none"> develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users critique, evaluate and test their ideas and products understand and apply the principles of nutrition and learn how to cook. <p>Design</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through discussion, annotated sketches <p>Make</p> <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], 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 <p>Evaluate</p> <ul style="list-style-type: none"> 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 <p>Technical knowledge</p> <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <p>Cooking and nutrition</p> <ul style="list-style-type: none"> As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life
New Learning inc NC aims and objectives	<p>We will be investigating mountainous/jungle regions in comparison to the terrain of Britain</p> <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places both terrestrial and marine 	<p>We will compare the British history to the Mayan civilization</p> <ul style="list-style-type: none"> know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non- 	<p>We will be using wool to produce a Maya worry doll</p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences evaluate and analyse creative works using the language of art, craft and design 	<p>We will be creating a chocolate box using a variety of materials</p> <ul style="list-style-type: none"> build and apply a repertoire of knowledge, understanding and skills in order to design and make

	<ul style="list-style-type: none"> defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes name and locate the world's seven continents and five oceans understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<p>European societies; achievements and follies of mankind</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study 		<p>high-quality prototypes and products for a wide range of users</p> <ul style="list-style-type: none"> critique, evaluate and test their ideas and products and the work of others
Key Vocabulary	South America International date line Equator Northern hemisphere Latitude Longitude Southern hemisphere America Vegetation Atlas Comparison Climate zone North America	Stelae Maize God Priest Warrior Hieroglyphic Maize Monument Temple	Ceramics, kneading, design, create, evaluate, pottery, scoring, slab, slip, glaze, firing, kin.	Mass production Packaging Impact Design Net Evaluate Plastic Materials Stanley knives Draw Hinge Cut Junk modelling Prototype modification
	Computing	MFL	PSHCE	Music
Prior Learning/ Context	<p>Previous units on using excel to create algorithms, using search engines, green screen units linked to iMovie, animation.</p> <ul style="list-style-type: none"> can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems are responsible, competent, confident and creative users of information and communication technology. design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Conversational French studied in previous years including: greetings, birthdays, months of the year, body parts, colours.</p> <ul style="list-style-type: none"> understand and respond to spoken speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing appreciate songs and rhymes in the language 	<p>Following current news topics through Picture News and Philosophy for children.</p> <p>Covering the British Values of:</p>	<p>Previous units where the children have learned brass during year 4 and clarinet during year 5.</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
New Learning inc NC aims and objectives	<p>Supported by Mr Southern, the children will create their own game which they will work on to debug</p> <ul style="list-style-type: none"> can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<p>Supported by OBA French teacher, we will work on writing French language as well as speech</p> <ul style="list-style-type: none"> understand and respond to spoken and written language from a variety of authentic sources can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt 	<p>Following the Picture News to lead class discussions based around current news and incorporating British Values of:</p> <ul style="list-style-type: none"> democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. 	<p>We will study a musical instrument through the Sound start program.,</p> <ul style="list-style-type: none"> to create and compose music on their own and with others, have the opportunity to learn a musical instrument improvise and compose music for a range of purposes using the inter-related dimensions of music

Key Vocabulary	Debug, control, stimulation, algorithms, sprites, sequence, selection, repetition, loops, variables, inputs, output,		Democracy Community multi-faith beliefs tolerance Respect Liberty Law Voice Equality Responsibility Freedom Pride acceptance	Dynamics, pitch, beat, pulse, rhythm, scale, sharp, slur, staccato, forte, crotchet, quavers, timbre
	English (Order of units may change based upon Teacher Assessment)			
Prior Learning/ Context	Descriptive Writing	Adventure Stories	Journalistic Writing	
New Learning inc NC aims and objectives	<ul style="list-style-type: none">▪ write legibly, fluently and with increasing speed by:▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters▪ choosing the writing implement that is best suited for a task.• plan their writing by:<ul style="list-style-type: none">▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own▪ noting and developing initial ideas, drawing on reading and research where necessary▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed• draft and write by:<ul style="list-style-type: none">▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action▪ précising longer passages▪ using a wide range of devices to build cohesion within and across paragraphs▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]• evaluate and edit by:<ul style="list-style-type: none">▪ assessing the effectiveness of their own and others' writing▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning▪ ensuring the consistent and correct use of tense throughout a piece of writing▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register▪ proof-read for spelling and punctuation errors• develop their understanding of the concepts set out in English Appendix 2 by:<ul style="list-style-type: none">▪ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms▪ using passive verbs to affect the presentation of information in a sentence▪ using the perfect form of verbs to mark relationships of time and cause▪ using expanded noun phrases to convey complicated information concisely▪ using modal verbs or adverbs to indicate degrees of possibility▪ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun▪ learning the grammar for years 5 and 6 in English Appendix 2▪ indicate grammatical and other features by:<ul style="list-style-type: none">▪ using commas to clarify meaning or avoid ambiguity in writing▪ using hyphens to avoid ambiguity▪ using brackets, dashes or commas to indicate parenthesis▪ using semi-colons, colons or dashes to mark boundaries between independent clauses▪ using a colon to introduce a list▪ punctuating bullet points consistentlyuse and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.	<ul style="list-style-type: none">▪ write legibly, fluently and with increasing speed by:▪ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters▪ choosing the writing implement that is best suited for a task.• plan their writing by:<ul style="list-style-type: none">▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own▪ noting and developing initial ideas, drawing on reading and research where necessary▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed• draft and write by:<ul style="list-style-type: none">▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning▪ in narratives, describing settings, characters and atmosphere and integrating 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Appendix 2 accurately and appropriately in discussing their writing and reading.	
Key Vocabulary	Audience, purpose, punctuation (.,!?"": parenthesis, onomatopoeia, figurative language, metaphors, similes, structure, personification	Audience, purpose, punctuation (.,!?"": parenthesis, onomatopoeia, figurative language, metaphors, similes, structure, personification, tension, suspense, cohesion,	Audience, purpose, punctuation (.,!?"": evidence, direct speech, reported speech, passive form. Interview, relative clause	

Science		
Prior Learning/ Context	Electricity In Year 4: Pupils should be taught to: <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. 	Light: In Year 3: Pupils should be taught to: <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of shadows change.
New Learning inc NC aims and objectives	<ul style="list-style-type: none"> develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 use recognised symbols when representing a simple circuit in a diagram. 	<ul style="list-style-type: none"> develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them 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.
Key Vocabulary	Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage NB Children do not need to understand what voltage is but will use volts and voltage to describe different batteries. The words cells and batteries are now used interchangeably	Straight lines, Light rays. (Y3 vocabulary - Light, Light source, Dark, Absence of light, Transparent, Translucent, Opaque, Shiny, Matt, Surface, Shadow, Reflect, Mirror, Sunlight, Dangerous)
	Maths	
	We follow the Singapore Maths Curriculum, all information including prior learning and key vocabulary is in the planning	
	Religious Education	
Prior Learning/ Context	Previous Units include: <ul style="list-style-type: none"> Christianity (God) How (and why) have some people served God? Prophets service to God inspirational people Christianity (God) How and why might Christians use the Bible? The Bible Christian life – guided by wisdom, teachings and authority Christianity (God) Why is it sometimes difficult to do the right thing? sin Adam and Eve's disobedience temptation and morality 	Previous Units include: Hindu dharma What might Hindus learn from stories about Krishna? Krishna Holi Hindu dharma What might a Hindu learn through celebrating Diwali? Hindu dharma Vishnu Rama and Sita Diwali Hindu dharma Why is family an important part of Hindu life? religious duty Hindu scriptures (the Ramayana) Raksha Bandhan
New Learning inc aims and objectives	Christianity (God) How do Christians mark the 'turning points' on the journey of life?	Hindu dharma Is there one journey or many?
Key Vocabulary	Christian rites of passage denominational differences	reincarnation karma the 4 ashramas
Physical Education		
Prior Learning/ Context	Previous units on Football during KS2.	Previous Units on Hockey during KS2.
New Learning inc NC aims and objectives	A unit on Football. <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	A unit on Hockey. <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead healthy, active lives. <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Key Vocabulary	assistant referee, corner kick defender dive draw extra time foul goal goal line handball league offside pass penalty penalty area penalty kick penalty shootout penalty spot pitch professional shoot striker substitute tackle tactical throw in wall yellow card touchline goalkeeper	Attacker back line bully centre line centre pass dangerous play defender dribble flick goalkeeper hit midfielder obstruction pass penalty corner penalty stroke pitch puck push scoop shoot stick shooting circle time wasting

Subject/Focus	Enrichment					
	Link of Mayan civilisation to the production and creation of chocolate.	HPAN - Arts		PE	RE	
Opportunity	York Chocolate Story/ Cadbury World/ Mayan visiting workshop	Children will display their writing and arts whole school work at Shopping City Children will sing at the Community Centre as part of a Christmas performance. KS2 children perform a Singing Concert		See School Games timetable for the competitions entered	Penny assemblies Visits to churches	