

History

- Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history
 - Know how to place historical events and people from the past societies and periods in a chronological framework
 - know how Britain has had a major influence on the world
 - Can I place events, people and changes of British, local and world history on a timeline using appropriate dates, chronological conventions and time periods? e.g. Ancient Rome (753 BCE - 476 CE).
 - Can I plot the events of World War II on a timeline including the Nazi empire?
 - Can I link this to the British empire on a timeline as well as other significant events/eras in our history?
 - Do I understand the British Empire in relation to its origins and significance on civilisation in World War II?
 - Can I understand how Britain has had a major influence on the world?
 - Can I learn about Hitler's rise to power and compare this with that of Alexander the Great?
 - Can I understand how Britain was ruled at the time and the significant impact of Chamberlain's resignation and Churchill's changes as prime minister to the western world?
 - Can I learn about life under Nazi rule including the Holocaust and treatment of Jewish people? What did we learn from this?
 - Can I use primary and secondary sources to understand the significance of the Holocaust and how it affected the world?
 - Can I learn how the events of WW2 impacted our society and changed the world with Britain as an influencing factor? What would have happened if we lost?
 - Can I learn about the roles of the men, women and children both in daily life and in hierarchical society and the depth of reasons behind this? How did these gender roles change in times of warfare and what can we learn if we compare this to present times?
 - Can I learn how different age groups and people with 'peaceful' beliefs were they affected at this time?
 - Can I understand the significance locally of World War II including how my ancestors were affected and changes to our infrastructure and roles in society?
- Key Skills
- Study a range of primary and secondary sources on the Holocaust and how it affected the world.
 - Explore the British Empire in relation to its origins and significance on civilisation in World War II.
 - Study the impact that Churchill had on our government and the wider world.
 - Compare our system of ruling in WWII with that of other civilisations and with today.
 - Compare Hitler's rise to power with that of the rise of Alexander the Great.

Computing

iData unit – Information Technology

Lesson 1: iCell • To identify some parts of a spreadsheet • To identify cell references

Lesson 2: iWork it Out • To understand that spreadsheets can be used to store numerical data and to make calculations • To understand that recalculations with different values can be done quickly

Lesson 3: iCalculate • To enter a formula to calculate totals • To enter numerical data into cells

Lesson 4: iRecord • To understand that graphs and charts can be created and easily be changed from spreadsheet data

Lesson 5: iSum • To understand the SUM function can be used to create formulas that will perform addition calculations • To use a spreadsheet to model a costing exercise

Year 6 Curriculum Map – Spring 2

What would the world be like if we hadn't won the war?

Music

- Explain a bridge passage and its position in a song.
- Recall by ear memorable phrases heard in the music. Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale
- Demonstrate and maintain good posture and breath control whilst singing.
- Sing expressively, with attention to breathing and phrasing.
- Identify: • Stave • Treble clef • Time signature
- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E_b major, D minor and F minor.
- Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.
- Compose song accompaniments, perhaps using basic chords.
- Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). • Use full scales in different keys.
- Understand the importance of the performing space and how to use it.
- Record the performance and compare it to a previous performance.

PSHE

Knowledge

- Know how to take responsibility for their own health
 - Know how to make choices that benefit their own health and well-being
 - Know about different types of drugs and their uses
 - Know how these different types of drugs can affect people's bodies, especially their liver and heart
 - Know that some people can be exploited and made to do things that are against the law
 - Know why some people join gangs and the risk that this can involve
 - Know what it means to be emotionally well
 - Know that stress can be triggered by a range of things
 - Know that being stressed can cause drug and alcohol misuse
- Social and Emotional Skills
- Are motivated to care for their own physical and emotional health
 - Are motivated to find ways to be happy and cope with life's situations without using drugs
 - Identify ways that someone who is being exploited could help themselves
 - Suggest strategies someone could use to avoid being pressured
 - Recognise that people have different attitudes towards mental health / illness
 - Can use different strategies to manage stress and pressure

Sun Safety Curriculum

Can I describe how to stay safe in the sun and why it is important?

Activity- look at the power point and discuss. Look at the posters and then create a poster with reasons why to stay safe.

PE

- demonstrate stamina and increase strength
- agree and explain rules to others
- work as a team and communicate a plan lead others in a game situation when the need arises
- combine own work with that of others sequences to specific timings
- develop sequences in a specific style choose own music and style
- plan a route and a series of clues for someone else
- plan with others, taking account of safety and danger
- know which sports they are good at and find out how to improve further
- I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations

RE

Emerging

- Identify the values found in stories and texts (A2).
 - Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3).
- Expected
- Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).
 - Describe some Christian and Humanist values simply (B3).
 - Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).
 - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).
- Exceeding:
- Examples of similarities and differences between Christian and Humanist values (B3).
 - Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).

Art

- Draw with precision using different gradient pencils or other mediums for effect
- Show shape, proportion and perspective in drawings and artwork
- Use oil paint
- Make individual choices regarding choice of media and state why in their work.
- Research artwork from different periods of history.
- Research artwork from different periods of history and locations and investigate similarities and differences between the technique and styles used.
- Explain the style work produced and how a famous artist has influenced it.
- Use feedback to make amendments and improvements to art.
- Silhouettes/Colour washes
- explain the different tools used to create art.
- Explain personal choices of specific art techniques used.

MFL

- By the end of this unit we will be able to:
- Name and spell accurately some/all the planets in French on a solar map.
- Say and write extended sentences for at least one planet.
- Understand better the rules of adjectival agreement in French and apply these rules to my work improving grammatical accuracy.