



*Learn from yesterday, seek today and aim for tomorrow*

**LONG TERM CURRICULUM PLAN  
YEAR 6**

Year Groups to follow the National Curriculum English and Mathematics Programme of Study

**KEY DRIVERS**

**History**

<b>CHRONOLOGY (Stone age to 1066)</b>	<b>Beyond 1066</b>	<b>LOCAL STUDY</b>
<ul style="list-style-type: none"> <li>• <i>To include:</i></li> <li>• <i>Stone age to Iron age</i></li> <li>• <i>Romans</i></li> <li>• <i>Anglo-Saxons</i></li> <li>• <i>Vikings</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>An aspect of theme that takes pupils beyond 1066</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A local study linked to one of the periods of time studied under chronology; or</i></li> <li>• <i>A local study that could extend beyond 1066</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> <li>• Know how to place historical events and people from the past societies and periods in a chronological framework</li> <li>• know how Britain has had a major influence on the world</li> </ul>	

<b>ANCIENT ANCIENTS</b> <b>(approx. 3000 years ago)</b>	<b>CIVILIZATIONS from 1000 years ago</b>	<b>ANCIENT GREECE</b>
<ul style="list-style-type: none"> <li>• <i>Cover each of and then choose one to look at in depth:</i></li> <li>• <i>Ancient Egypt</i></li> <li>• <i>Ancient Sumer</i></li> <li>• <i>Indus Valley</i></li> <li>• <i>Shang Dynasty</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Choose one of:</i></li> <li>• <i>Mayans</i></li> <li>• <i>Islamic Civilizations</i></li> <li>• <i>Benin Civilization</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Greek life and influence on the Western world</i></li> </ul>
	<ul style="list-style-type: none"> <li>• Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</li> <li>• Know why they were considered an advanced society in relation to that period of time in Europe</li> </ul>	

## Geography

Locational Knowledge		
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>
<ul style="list-style-type: none"> <li>Know the names of a number of European capitals</li> <li>Know the names of, and locate, a number of South or North American countries</li> </ul>		<ul style="list-style-type: none"> <li>Know about time zones and work out differences</li> </ul>

Place Knowledge	Human and Physical Geography	
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>Know the names of and locate some of the world's deserts</li> </ul>	<ul style="list-style-type: none"> <li>Know why are industrial areas and ports are important</li> <li>Know main human and physical differences between developed and third world countries</li> </ul>

### 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 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*

- Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.

- Know what most of the ordnance survey symbols stand for
- Know how to use six-figure grid references

Working Scientifically	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know which type of investigation is needed to suit particular scientific enquiry e.g. looking at the relationship between pulse and exercise</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Set up a fair test when needed e.g. does light travel in straight lines?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clear about what has been found out from their enquiry and can relate this to others in class</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explanations set out clearly why something has happened and its possible impact on other things</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Know what the variables are in a given enquiry and can isolate each one when investigating</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Aware of the need to support conclusions with evidence</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Justify which variable has been isolated in scientific investigation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Make accurate predictions based on information gleaned from their investigations and create new investigations as a result</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequently carry out research when investigating a scientific principle or theory</li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovie</li> </ul>	

Animals, including humans	All living things and their habitats	Evolution and inheritance	Electricity	Light
<ul style="list-style-type: none"> <li><i>The circulatory system</i></li> <li><i>Water transportation</i></li> <li><i>Impact of exercise on body</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Classification of living things and the reasons for it</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Identical and non identical off-spring</i></li> <li><i>Fossil evidence and evolution</i></li> <li><i>Adaptation and evolution</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Electrical components</i></li> <li><i>Simple circuits</i></li> <li><i>Fuses and voltage</i></li> </ul>	<ul style="list-style-type: none"> <li><i>How light travels</i></li> <li><i>Reflection</i></li> <li><i>Ray models of light</i></li> </ul>
<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system</li> <li>Know the function of the heart, blood vessels and blood</li> <li>Know the impact of diet, exercise, drugs and lifestyle on health</li> <li>Know the ways in which nutrients and water are transported in animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li>Classify living things into broad groups according to observable characteristics and based on similarities and differences</li> <li>Know how living things have been classified</li> <li>Give reasons for classifying plants and animals in a specific way</li> </ul>	<ul style="list-style-type: none"> <li>Know how the Earth and living things have changed over time</li> <li>Know how fossils can be used to find out about the past</li> <li>Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)</li> <li>Know how animals and plants are adapted to suit their environment</li> <li>Link adaptation over time to evolution</li> <li>Know about evolution and can explain what it is</li> </ul>	<ul style="list-style-type: none"> <li>Compare and give reasons for why components work and do not work in a circuit</li> <li>Draw circuit diagrams using correct symbols</li> <li>Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer</li> </ul>	<ul style="list-style-type: none"> <li>Know how light travels</li> <li>Know and demonstrate how we see objects</li> <li>Know why shadows have the same shape as the object that casts them</li> <li>Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</li> </ul>

**SUPPORTING SUBJECTS**

**Design Technology**

Designing	Making	Evaluating	Technical Knowledge	Food Technology
<ul style="list-style-type: none"> <li>• <i>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</i></li> <li>• <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i></li> <li>• <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>investigate and analyse a range of existing products</i></li> <li>• <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i></li> <li>• <i>understand how key events and individuals in design and technology have helped shape the world</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i></li> <li>• <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i></li> <li>• <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i></li> <li>• <i>apply their understanding of computing to program, monitor and control their products.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>understand and apply the principles of a healthy and varied diet</i></li> <li>• <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></li> <li>• <i>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed</i></li> </ul>



Designing	Making	Evaluating	Technical Knowledge	Food Technology
<ul style="list-style-type: none"> <li>• use market research to inform plans and ideas.</li> <li>• follow and refine original plans</li> <li>• justify planning in a convincing way</li> <li>• show that culture and society is considered in plans and designs</li> </ul>	<ul style="list-style-type: none"> <li>• know which tool to use for a specific practical task</li> <li>• know how to use any tool correctly and safely</li> <li>• know what each tool is used for</li> <li>• explain why a specific tool is best for a specific action</li> </ul>	<ul style="list-style-type: none"> <li>• know how to test and evaluate designed products</li> <li>• explain how products should be stored and give reasons</li> <li>• evaluate product against clear criteria</li> </ul>	<ul style="list-style-type: none"> <li>• use electrical systems correctly and accurately to enhance a given product</li> <li>• know which IT product would further enhance a specific product</li> <li>• use knowledge to improve a made product by strengthening, stiffening or reinforcing</li> </ul>	<ul style="list-style-type: none"> <li>• explain how food ingredients should be stored and give reasons</li> <li>• work within a budget to create a meal</li> <li>• understand the difference between a savoury and sweet dish</li> </ul>

## Art

Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
<ul style="list-style-type: none"> <li>• <i>create sketch books to record their observations and use them to review and revisit ideas</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>great artists, architects and designers in history</i></li> </ul>
<ul style="list-style-type: none"> <li>• explain why different tools have been used to create art</li> <li>• explain why chosen specific techniques have been used know how to use feedback to make amendments and improvement to art</li> <li>• know how to use a range of e-resources to create art</li> </ul>	<ul style="list-style-type: none"> <li>• know how to overprint to create different patterns</li> <li>• know which media to use to create maximum impact</li> <li>• use a full range of pencils, charcoal or pastels when creating a piece of observational art</li> </ul>	<ul style="list-style-type: none"> <li>• explain the style of art used and how it has been influenced by a famous artist</li> <li>• understand what a specific artist is trying to achieve in any given situation</li> <li>• understand why art can be very abstract and what message the artist is trying to convey</li> </ul>

## Music

Performing	Compose	Listen
<ul style="list-style-type: none"> <li>• <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>listen with attention to detail and recall sounds with increasing aural memory</i></li> </ul>
<ul style="list-style-type: none"> <li>• sing in harmony confidently and accurately</li> <li>• perform parts from memory</li> <li>• take the lead in a performance</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of different musical devices in composition (including melody, rhythms and chords).</li> </ul>	<ul style="list-style-type: none"> <li>• accurately recall a part of the music listened to.</li> </ul>
Use and understand	Appreciate	History of music
<ul style="list-style-type: none"> <li>• <i>use and understand staff and other musical notations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>develop an understanding of the history of music</i></li> </ul>
<ul style="list-style-type: none"> <li>• analyse features within different pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> </ul>	<ul style="list-style-type: none"> <li>• compare and contrast the impact that different composers from different times have had on people of that time</li> </ul>

## Physical Education

Athletics	Competitive Games	Gymnastics
<ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate stamina and increase strength</li> </ul>	<ul style="list-style-type: none"> <li>agree and explain rules to others</li> <li>work as a team and communicate a plan</li> <li>lead others in a game situation when the need arises</li> </ul>	<ul style="list-style-type: none"> <li>combine own work with that of others</li> <li>sequences to specific timings</li> </ul>

Dance	Outdoor and Adventurous Activity	Evaluate
<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>	<ul style="list-style-type: none"> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>
<ul style="list-style-type: none"> <li>develop sequences in a specific style</li> <li>choose own music and style</li> </ul>	<ul style="list-style-type: none"> <li>plan a route and a series of clues for someone else</li> <li>plan with others, taking account of safety and danger</li> </ul>	<ul style="list-style-type: none"> <li>know which sports they are good at and find out how to improve further</li> </ul>

## Swimming

- |   |
|---|
| <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres.</li> </ul>     |
| <ul style="list-style-type: none"> <li>use a range of strokes effectively, for example front crawl, backstroke and breaststroke.</li> </ul> |
| <ul style="list-style-type: none"> <li>perform safe self-rescue in different water based situations.</li> </ul>                             |

## Real PE

Unit 1	Cognitive	I have a clear idea of how to develop my own and others work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.
Unit 2	Creative	I can respond imaginatively to different situations adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.
Unit 3	Social	I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.
Unit 4	Applying Physical	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.
Unit 5	Health and Fitness	I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.
Unit 6	Personal	I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

## Foreign Languages

Speaking	Reading	Writing
<ul style="list-style-type: none"> <li>• <i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i></li> </ul>
<ul style="list-style-type: none"> <li>• hold a simple conversation with at least 4 exchanges</li> <li>• use knowledge of grammar to speak correctly</li> </ul>	<ul style="list-style-type: none"> <li>• understand a short story or factual text and note the main points</li> <li>• use the context to work out unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>• write a paragraph of 4-5 sentences</li> <li>• substitute words and phrases</li> </ul>

## Computing

Create programs	Develop programs	Reasoning	Networks
<ul style="list-style-type: none"> <li><i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Pupils should be taught to 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</i></li> </ul>
<ul style="list-style-type: none"> <li>write a program that combines more than one attribute</li> </ul>	<ul style="list-style-type: none"> <li>develop a sequenced program that has repetition and variables identified</li> </ul>	<ul style="list-style-type: none"> <li>design algorithms that use repetition and 2-way selection</li> </ul>	

Search engines	Using programs	Safe use
<ul style="list-style-type: none"> <li><i>Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Pupils should be taught to 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</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</i></li> </ul>
<ul style="list-style-type: none"> <li>be aware that some search engines may provide misleading information</li> </ul>	<ul style="list-style-type: none"> <li>present the data collected in a way that makes it easy for others to understand</li> </ul>	<ul style="list-style-type: none"> <li>be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable</li> </ul>

<p><b>Jigsaw Piece One</b></p>	<p><b>Being me in my world</b></p>	<ul style="list-style-type: none"> <li>• Identifying goals for the year</li> <li>• Global citizenship</li> <li>• Children’s universal rights</li> <li>• Feeling welcome and valued</li> <li>• Choices, consequences and rewards</li> <li>• Group dynamics</li> <li>• Democracy, having a voice</li> <li>• Anti-social behaviour</li> <li>• Role-modelling</li> </ul>
<p><b>Jigsaw Piece Two</b></p>	<p><b>Celebrating Difference</b></p>	<ul style="list-style-type: none"> <li>• Perceptions of normality</li> <li>• Understanding disability</li> <li>• Power struggles</li> <li>• Understanding bullying</li> <li>• Inclusion/exclusion</li> <li>• Differences as conflict, difference as celebration</li> <li>• Empathy</li> </ul>
<p><b>Jigsaw Piece Three</b></p>	<p><b>Dreams and Goals</b></p>	<ul style="list-style-type: none"> <li>• Personal learning goals, in and out of school</li> <li>• Success criteria</li> <li>• Emotions in success</li> <li>• Making a difference in the world</li> <li>• Motivation</li> <li>• Recognising achievements</li> <li>• Compliments</li> </ul>
<p><b>Jigsaw Piece Four</b></p>	<p><b>Healthy Me</b></p>	<ul style="list-style-type: none"> <li>• Taking personal responsibility</li> <li>• How substances affect the body</li> <li>• Exploitation, including ‘county lines’ and gang culture</li> <li>• Emotional and mental health</li> <li>• Managing stress</li> </ul>
<p><b>Jigsaw Piece Five</b></p>	<p><b>Relationships</b></p>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Identifying mental health worries and sources of support</li> <li>• Love and loss</li> <li>• Managing feelings</li> <li>• Power and control</li> <li>• Assertiveness</li> <li>• Technology safety</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Take responsibility with technology use</b></li> </ul>
<b>Jigsaw Piece Six</b>	<b>Changing Me</b>	<ul style="list-style-type: none"> <li>• <b>Self-image</b></li> <li>• <b>Body image</b></li> <li>• <b>Puberty and feelings</b></li> <li>• <b>Conception to birth</b></li> <li>• <b>Reflections about change</b></li> <li>• <b>Physical attraction</b></li> <li>• <b>Respect and consent</b></li> <li>• <b>Boyfriends/girlfriends</b></li> <li>• <b>Sexting Transition</b></li> </ul>

**Religious Education**

<b>Unit</b>	<b>Theme</b>
U2.5	Is it better to express your beliefs in arts and architecture or in charity and generosity?
U2.8	What difference does it make to believe in ahimsa, grace and/or Ummah?
U2.7	What matters most to Christians and Humanists?
U2.3	What do religions say to us when life gets hard?