



Year 6 Long Term Overview

	AUTUMN 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	The Impact of War	Frozen Kingdom	Hola Mexico	Amazon Explorers	Journeys	Darwin's Delights
History	<p>Throughout the year: Sequence previously studied topic on a timeline to gain greater Historical perspective.</p> <p><b>GOLDEN THREADS:</b> Peasantry, Conflict, Democracy, Settlements, Exploration and Trade</p>	<p><i>A Local History Study- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><b>The Impact of War</b> – a study of war and conflict through the eyes of a British child, including a significant turning point in British history, the Battle of Britain, including the impact felt by our community.</p>	<p><i>A study of a non-European society that provides contrasts with British history</i></p> <p><b>The Mayan civilization</b> – Why should we remember the Maya? The achievements of a non-European society including a timeline comparison with significant events in Britain.</p> <p>An overview of where and when the first civilizations appeared: Ancient Sumer; Indus Valley; Ancient Egypt; Shang Dynasty of Ancient China.</p>		<p>develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time.</p>	
Geography		<p><b>Protecting the environment: Are we damaging our world?</b> Describe and understand aspects of human geography, including settlement and land use.</p>		<p><i>Place knowledge-understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America.</i></p> <p><i>Geographical skills and fieldwork-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p> <p><b>South America- The Amazon: What is life like in the Amazon?</b></p> <p>Understand similarities and differences of a region of the UK, and a region within South America.</p> <p><i>Human and physical geography-describe and understand key aspects of human geography, including types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i></p>		<p><i>Locational knowledge-name and locate countries 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</i></p> <p><b>Our World in the future: How will our world look in the future?</b></p> <p>Name and locate countries and cities of the UK, and understand how some aspects have changed over time</p>

On a world map locate the main countries in current news eg conflicts, areas from which there are refugees etc

RE	What does it mean for Muslims to follow God? Focus on Caring for the world, How religion helps Muslims through good and bad. Viist to Mosque	Was Jesus the Messiah?  Incarnation	How Can following God bring freedom and justice?  People of God	What difference does the resurrection make for Christians?  Salvation	Why do some people believe in God and some people not?	Creation and Science conflicting or complementary?  Creation
PSHE/RSE	Relationships	Valuing difference	Keeping safe	Rights and respect	Being my best	Growing and changing
Science  SC1 in each half term	<p><b>ANIMALS INCLUDING HUMANS (inc Puberty)</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><b>LIVING THINGS AND THEIR HABITATS</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and difference, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>ELECTRICITY</b> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul>	<p><b>LIGHT</b> Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><b>FORCES</b> recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p><b>EVOLUTION &amp; INHERITANCE</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
Art and design	<p>Use sketch book to experiment, collect, revisit and refine ideas</p> <p>Use knowledge gained through experimentation and research to produce finished art and products</p> <p>Develop personal style through adaption and experimentation of styles</p> <p><b>Making my Voice Heard</b> Make choices about brushes and application techniques to create work that expresses ideas and emotions. <u>Colour</u> Use knowledge of colour to work with complementary and contrasting colours in art and design</p> <p>Use changes in shade and tone to convey texture and light</p>	<p>Use sketch book to experiment, collect, revisit and refine ideas</p> <p><b>Sculpture</b> <b>Making Memories</b> Use sketch book to experiment, collect, revisit and refine ideas</p> <p>Use knowledge gained through experimentation and research to produce finished art and products</p> <p><b>Photography</b></p>	<p>Use sketch book to experiment, collect, revisit and refine ideas</p> <p>Use knowledge gained through experimentation and research to produce finished art and products</p> <p><u>Collage/mixed media</u> <b>Artist Study</b> <b>Still Life</b> Use paint and collage to create an image</p> <p>Extend work using collage elements – experimenting and developing by arranging and re-arranging</p> <p><u>Lines, marks, tone, form, texture</u> Use a range of media to convey the effect of different light sources on objects and people</p> <p>Use knowledge of techniques to interpret the texture of a surface</p> <p><u>Perspective and Composition</u></p>			

					Use simple perspective using a single point and horizon	
French	All around town	Let's visit a French Town (Y6)	This is France (Y6)	All in a Day (Y6)	Going Shopping	Let's Go Shopping (Y6)
Design Technology In all: design, make, evaluate	<p>Frame structures: Anderson And Morrison shelters (Woodwork- Based on the unit <b>Bridges</b>)</p> <p>Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team.</p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost.</li> </ul> <p>Develop a simple design specification to guide their thinking.</p> <ul style="list-style-type: none"> <li>• Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views.</li> </ul> <p>Experience of cutting and joining techniques with a range of materials including card, plastic and wood.</p> <ul style="list-style-type: none"> <li>• An understanding of how to strengthen and stiffen structures.</li> </ul>	<p><b>Textiles</b> <b>Draft Excluder</b></p>	<p>Circuits, switches, bulbs: <b>Steady Hand Game</b></p> <p>Understanding of the essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product</p> <p>Investigate famous manufacturing and engineering companies relevant to the project.</p> <p>Investigate famous inventors who developed ground-breaking electrical systems and components.</p>	<p><b>Food</b> <b>Come Dine with Me</b></p>	<p><b>Mechanical Systems</b> <b>Automata Toys</b></p> <p>Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement.</p> <p>Compare the final product to the original design specification.</p> <p>(Science)</p>	<p>Fiver challenge (Consolidating learning – entrepreneurs)</p>
Music	<b>Songs of World War 2: Pitch and Control</b>		<p>Dynamics, pitch and texture (<b>Theme: Coast - Fingal's Cave by Mendelssohn</b>)</p> <p><b>South America Instrumental</b></p>	<b>Theme and variations (Theme: Pop Art)</b> <b>Composing and performing a Leavers' song</b>		
PE	Hockey	Gymnastics	Netball	Football	Tennis Dance	Rounders and athletics
Computing	<p>COMPUTINGS SYSREMS AND NETWORKS: Communication</p> <p>Online Safety: 1 lesson each half term</p>	<p>CREATING MEDIA: Web Page Creation</p> <p>Online Safety: 1 lesson each half term</p>	<p>PROGRAMMING A: Variables in games</p> <p>Online Safety: 1 lesson each half term</p>	<p>DATA AND INFORMATION: Spreadsheets</p> <p>Online Safety: 1 lesson each half term</p>	<p>CREATING MEDIA: 3D Modelling</p> <p>Online Safety: 1 lesson each half term</p>	<p>PROGRAMMING B: Sensing</p> <p>Online Safety: 1 lesson each half term</p>