



YEAR 6: AUTUMN		WERE THE VIKINGS REALLY VICIOUS?		Values: Respect/Peace
<b>Suggested Entry Point:</b> Find some Viking artefacts in class & discuss what they are & where they might be from.	<b>Suggested Final Outcome:</b> Create a class museum about the Vikings.	<b>Suggested Visit:</b> National Maritime Museum, Greenwich - Meet the Vikings: Raiders, invaders, traders.	<b>Using the School Environment:</b> Act out a Viking battle/raid in the school grounds.	
Driver Subjects:		Cross-Curricular Subjects:		Other Subjects:
<p><b>History: The Vikings</b> Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Use appropriate historical vocabulary, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form hypotheses about the past. Understand that no single source of evidence gives the full answer to questions about the past. Describe the social, ethnic, cultural or religious diversity of past society. Compare some of the times studied with those of the other areas of interest around the world. Use literacy, numeracy and computing skills to an excellent standard in order to communicate information about the past.</p> <p><b>Science: 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. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Describe how adaptation leads to evolution. Recognise how and why the human skeleton has changed over time, since we separated from other primates. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, graphs and models. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. Present findings in written form, displays and other presentations. Use simple models to describe scientific ideas, identifying scientific evidence used to support or refute ideas or arguments.</p>		<p><b>Science: Classifying Organisms</b> Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms. Give reasons for classifying plants and animals based on specific characteristics. Plan enquiries, recognising and controlling variables where necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, graphs and models. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas/arguments.</p> <p><b>Art: Painting</b> Develop and imaginatively extend ideas from starting points. Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles. Comment on artworks with a fluent grasp of visual language. Sketch (lightly) before painting to combine line and colour. Create a colour palette based on colours in the natural or built world. Use watercolour and acrylic paints to create interesting pieces. Combine colours, tones and tints to enhance mood in a piece. Use brush techniques and qualities of paint to create texture. Develop a personal style of painting, using ideas from artists.</p> <p><b>DT: Mechanisms</b> Make products using stages of prototypes, making refinements. Ensure products have a high-quality finish, using art skills. Create innovative designs that improve upon existing products. Evaluate the design of products so as to suggest improvements. Use mechanical systems in products (such as gears, pulleys, cams, levers and linkages). Use electrical systems in products (such as series circuits incorporating switches, bulbs, buzzers and motors).</p>		<p><b>RE:</b> Liturgy/Beatitudes/Christmas Today</p> <p><b>Computing:</b> App Planning/Managers Project/E-safety</p> <p><b>PSHE:</b> Sex &amp; relationship education: Healthy relationships/How a baby is made</p> <p><b>Music:</b> Charanga Scheme Livin' on a Prayer/ Benjamin Britten – New Year Carol</p> <p><b>MFL (Spanish):</b> La Jolie Ronde Scheme Classroom Routines/Clothes/ Occupations/ Spanish Christmas Traditions &amp; Songs</p> <p><b>PE:</b> Real PE Unit 1: Cognitive Coordination: Ball Skills Agility: Reaction/Response Unit 2: Creative Static Balance: Seated Static Balance: Floor Work</p> <p><b>BIG QUESTIONS:</b></p> <p><b>Autumn 1:</b> Is it more important to respect yourself or other people?</p> <p><b>Autumn 2:</b> How would you bring peace to the world?</p>



YEAR 6: SPRING		WHAT COLOUR IS LIGHT?		Values: Love/Faith
<b>Suggested Entry Point:</b> Discuss enquiry question and share ideas then watch beginning of Limits of Light documentary: <a href="https://www.youtube.com/watch?v=jnGTCaiZqOE">https://www.youtube.com/watch?v=jnGTCaiZqOE</a>		<b>Suggested Final Outcome:</b> Y6 Science Exhibition to showcase project work.		<b>Suggested Visit:</b> Science workshop in school linked to Light and Electricity units.
<b>Using the School Environment:</b> Science investigations in the school grounds linked to Light and Electricity units.				
Driver Subjects:		Cross-Curricular Subjects:		Other Subjects:
<p><b>Science: Seeing Light</b> 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. Plan enquiries, including recognising and controlling variables where necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Present findings in written form, displays and other presentations. Use test results to make predictions to set up further comparative and fair tests.</p> <p><b>Geography: Latitude, Longitude, Night &amp; Day</b> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Describe geographical diversity across the world.</p>		<p><b>Art: Drawing</b> Develop and imaginatively extend ideas from starting points. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language. Use a variety of techniques to add interesting effects, eg. reflections, shadows, direction of sunlight. Use techniques to depict movement, perspective, shadows, reflection. Choose a style of drawing suitable for the work. Use lines to represent movement.</p> <p><b>DT: Food</b> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p>		<p><b>RE:</b> Being a Buddhist/The Anglican Church/Easter Hope</p> <p><b>Computing:</b> Market Researcher/Interface Designer/E-safety</p> <p><b>PSHE:</b> Drug, alcohol and tobacco education: Weighing up risk. Identity, society and equality: Human rights.</p> <p><b>Music:</b> Charanga Scheme Classroom Jazz 2/Fresh Prince of Bel Air</p> <p><b>MFL (Spanish):</b> La Jolie Ronde Scheme Phrases &amp; Adjectives/ Nouns &amp; Adjectives/Repetition Requests/Alphabet</p> <p><b>PE:</b> Real PE Unit 3: Social Dynamic Balance: On a Line Counter Balance: With a Partner Unit 4: Applying Physical Static Balance: One Leg Dynamic Balance to Agility: Jumping/Landing</p> <p><b>BIG QUESTIONS:</b></p> <p><b>Spring 1:</b> Do you have to earn love?</p> <p><b>Spring 2:</b> What does it mean to have faith?</p>



YEAR 6: SUMMER		HOW DID WW2 CHANGE BRITAIN?		Values: Perseverance/Hope
<b>Suggested Entry Point:</b> Watch footage of VE Day celebrations in London. Class discuss what, when & where?	<b>Suggested Final Outcome:</b> Geography/History display focusing on local area fieldwork and WW2 orienteering trail.	<b>Suggested Visit:</b> Adventure Learning Crystal Palace Park - WW2 Orienteering trail & local area study.	<b>Using the School Environment:</b> Sketching natural objects/landscapes in the school grounds or All Saints' Church.	
Driver Subjects:		Cross-Curricular Subjects:		Other Subjects:
<p><b>History: Rebuilding Britain After WW2</b> To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Seek out and analyse a wide range of evidence in order to justify claims about the past. Identify continuity and change in the history of the locality of the school. Use original ways to present information and ideas.</p> <p><b>Geography: Local Study/Mapping</b> 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. 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. Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use different types of fieldwork sampling (including sketch maps, plans, graphs and digital technologies) to observe measure and record the human and physical features in the local area. Record the results in a range of ways. Identify and describe how the physical features affect the human activity within a location.</p>		<p><b>Science: Changing Circuits</b> 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. Plan enquiries, including recognising and controlling variables where necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Present findings in written form, displays and other presentations. Use test results to make predictions to set up further comparative and fair tests.</p> <p><b>Art: Printing</b> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of work.</p>		<p><b>RE:</b> Faith in Croydon/Transition Unit – Who Decides?</p> <p><b>Computing:</b> App Developer/Publishing/E-safety</p> <p><b>PSHE:</b> Mental health &amp; emotional wellbeing: Healthy minds Keeping safe &amp; managing risk: Keeping safe – out and about</p> <p><b>Music:</b> Charanga Scheme Make You Feel my Love/Reflect, Rewind and Replay</p> <p><b>MFL (Spanish):</b> La Jolie Ronde Scheme Days, Months, Travel &amp; Transport/Holiday Plans/Presentations</p> <p><b>PE:</b> Real PE Unit 5: Health &amp; Fitness Static Balance: Stance Coordination: Footwork Unit 6: Personal Agility: Ball Chasing Coordination: Sending &amp; Receiving</p> <p><b>BIG QUESTIONS:</b></p> <p><b>Summer 1:</b> How can we persevere to make a better world?</p> <p><b>Summer 2:</b> What would our planet hope for?</p>