



YEAR 6: AUTUMN		THE KINGDOM OF BENIN		Values: Respect/Peace
Suggested entry point: Find explorer's bag with African artefacts.		Suggested final outcome: Create a class museum about Benin.	Suggested trip/visit: Horniman Museum	Using the School Environment: Science Fieldwork – Life Cycles
Driver Subjects:		Cross-Curricular Subjects:		Other Subjects:
<p>History: The Kingdom of Benin Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Use original ways to present information and ideas.</p> <p>Geography: Nigeria – Agriculture & Oil Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use; and understand how some aspects have changed over time. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of geographical resources to give descriptions and opinions of the characteristic features of a location. Identify and describe how the physical features affect the human activity within a location. 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. Describe how countries and geographical regions are interconnected and interdependent. Describe geographical diversity across the world.</p>		<p>Science: Evolution & Inheritance 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. 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. Present findings in written form, displays and other presentations.</p> <p>Art: Printing 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>RE: Liturgy/Beatitudes/Christmas Today</p> <p>Computing: App Planning/Managers Project/E-safety</p> <p>PSHE: Sex & relationship education: Healthy relationships/How a baby is made</p> <p>Music: Specialist Curriculum</p> <p>MFL (Spanish): Clothes/Occupations/Spanish Christmas Traditions & Songs</p> <p>PE: Real PE Unit 1: Cognitive Coordination: Ball Skills Agility: Reaction/Response Unit 2: Creative Static Balance: Seated Static Balance: Floor Work</p>



YEAR 6: SPRING	SEEING LIGHT		Values: Love/Faith
<p>Suggested Entry Point: Watch beginning of Limits of Light documentary: https://www.youtube.com/watch?v=jnGTcAiZqOE</p>	<p>Suggested Final Outcome: Y6 Science Exhibition to showcase project work.</p>	<p>Suggested Visit: Science workshop in school linked to Light and Electricity units.</p>	<p>Using the School Environment: Science investigations in school grounds linked to Light and Electricity units.</p>
Driver Subjects:	Cross-Curricular Subjects:		Other Subjects:
<p>Science: Seeing Light 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. See science skills below.</p> <p>Science: Changing Circuits 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, 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, tables, bar and line graphs, and models. Use test results to make predictions to set up further comparative and fair tests. Present findings in written form, displays and other presentations. Use test results to make predictions to set up further comparative/fair tests.</p>	<p>Art: Drawing 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>DT: Food 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>RE: Being a Buddhist/The Anglican Church/ Easter Hope</p> <p>Computing: Market Researcher/Interface Designer/ E-safety</p> <p>PSHE: Drug, alcohol and tobacco education: Weighing up risk. Identity, society and equality: Human rights.</p> <p>Music: Specialist Curriculum</p> <p>MFL (Spanish): Phrases & Adjectives/ Nouns & Adjectives/Repetition Requests/Alphabet</p> <p>PE: 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>



YEAR 6: SUMMER		BRITAIN AFTER WW2		Values: Perseverance/Hope
Suggested Entry Point: Watch footage of VE Day celebrations in London. Discuss - what, when, where?	Suggested Final Outcome: Geography/History display focusing on local area fieldwork and WW2 orienteering trail.	Suggested Visit: Adventure Learning Crystal Palace Park - WW2 Orienteering trail & local area study.	Using the School Environment: Sketching natural objects/landscapes in the school grounds or All Saints' Church.	
Driver Subjects:		Cross-Curricular Subjects:		Other Subjects:
<p>History: Rebuilding Britain After WW2 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 to 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>Geography: The Caribbean Region – Migration & Globalisation Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use a range of resources to give descriptions and opinions of the characteristic features of a location. Identify and describe how the physical features affect the human activity within a location. 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. Describe how countries and geographical regions are interconnected and interdependent. Describe geographical diversity across the world. Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p>		<p>Science: Classifying Organisms 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. Present findings in written form, displays and other presentations.</p> <p>Art: Painting 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>DT: Mechanisms 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).</p>		<p>RE: Faith in Croydon/Transition Unit – Who Decides?</p> <p>Computing: App Developer/Publishing/E-safety</p> <p>PSHE: Mental health & emotional wellbeing: Healthy minds Keeping safe & managing risk: Keeping safe – out and about</p> <p>Music: Specialist Curriculum</p> <p>MFL (Spanish): Days, Months, Travel & Transport/Holiday Plans/Presentations</p> <p>PE: Real PE Unit 5: Health & Fitness Static Balance: Stance Coordination: Footwork Unit 6: Personal Agility: Ball Chasing Coordination: Sending & Receiving</p>