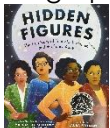
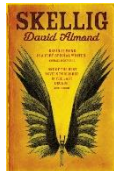


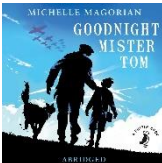
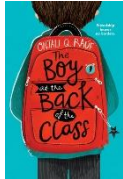


Year 6	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Key themes	Civil rights	Evolution/inheritance	Identity	WW2	Courage	End of year production
Suggested texts	FutureZone poetry/Hidden Figures & biography extracts 	Skellig 	Shakespeare – Romeo & Juliet/Twelfth Night  	Goodnight Mr Tom 	Boy at the back of the class 	
Writing outcome	Biography	Narrative - descriptive writing focus	Play script	Narrative – emotive writing	Persuasive argument/debate	Letter
Curriculum links	<p><b>Geog:</b> <a href="#">using maps, urban v rural</a> (compass work and map skills)</p> <p><b>History:</b> Civil Rights movement</p> <p><b>STEM:</b> Comparing ethnic diversity in London and Gloucestershire - percentages, estimating, rounding and money (link to cost of day-to-day running of a farm), map work – measurement/ distances (converting measurements)</p> <p><b>Art &amp;DT:</b> Abstract cityscapes comparing farm environment to theirs</p> <p><b>PSHE:</b> Mental health and emotional wellbeing - Healthy minds</p>	<p><b>Science focus:</b> <a href="#">Evolution and Inheritance</a></p> <p><b>STEM:</b> rounding, estimating linked to fossils and timelines, percentages linked to inheritance</p> <p><b>PSHE</b> Identity, society and equality - Human rights</p> <p><b>Maths:</b> <a href="#">White Rose</a></p> <p><b>Computing:</b> <a href="#">COMMUNICATE</a> IT- Digital Media - Create, Share, Respond</p>	<p><b>History:</b> Shakespeare/The <a href="#">Tudors</a> (Local links)</p> <p><b>STEM:</b> Computing - Coding (write and debug a programme on Scratch)</p> <p><b>PSHE:</b> Relationships and health education- Healthy relationships</p> <p><b>Computing:</b> <a href="#">COMMUNICATE</a> IT - Multimedia and Digital Writing</p> <p><b>Maths:</b> <a href="#">White Rose</a></p>	<p><b>History:</b> <a href="#">WW2</a></p> <p><b>STEM:</b> rationing – percentages, ratio Line graphs – comparative Designing an Anderson shelter – links to about measurement, algebra, ratio and proportion (small model: real thing), angles, making 3D nets, radius Computing - Spreadsheets and graphs (make a spreadsheet about the local area in WW2 and use this spreadsheet to create a variety of graphs to present the data)</p>	<p><b>Geog:</b> Immigration (<a href="#">Refugees</a>)</p> <p><a href="#">LOCAL STUDY - ISLINGTON CENTRE FOR REFUGEES AND MIGRANTS</a></p> <p><b>STEM/PE links:</b> – reading/interpreting graphs measuring impact of lifestyle choices on health (e.g. heart rate) – making comparisons Computing - Staying safe online (Use technology safely, respectfully and responsibly)</p> <p><b>PSHE:</b> Relationships and health education- Healthy relationships</p> <p><b>Computing:</b> <a href="#">COMMUNICATE</a></p>	<p><b>STEM:</b> angles, measurement</p> <p><b>Art &amp;DT:</b> <b>Costume and set creation.</b> links to end of year production</p> <p><b>PSHE:</b> Keeping safe and managing risk Keeping safe - out and about</p> <p><b>Maths:</b> <a href="#">White Rose</a></p> <p><b>Computing:</b> <a href="#">CODE</a> Computer Science- Coding</p>

	<b>Maths:</b> <a href="#">White Rose</a> <b>Computing:</b> <a href="#">CONNECT</a> Digital Literacy - Online Safety			<b>Art &amp; DT:</b> Blitz art work  <b>PSHE:</b> Drug, alcohol and tobacco education - Weighing up risk  <b>Computing:</b> <a href="#">COLLECT</a> IT- Data  <b>Maths:</b> <a href="#">White Rose</a>	IT - Communication & Collaboration  <b>Maths:</b> <a href="#">White Rose</a>	
<b>Skills</b> See appropriate progression maps	<ul style="list-style-type: none"> <li>- Use sources of evidence to deduce information about the past</li> <li>- Show an awareness of the concept of propaganda</li> <li>- Use key dates and chronology</li> <li>- Describe the main changes in relation to social and political changes</li> <li>- Collect and analyse statistics in relation to urban and rural areas</li> <li>- Analyse and give views on the effectiveness of different geographical representations (aerial images, maps etc.)</li> </ul>	<ul style="list-style-type: none"> <li>- to identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>- to plan an enquiry that will answer a question.</li> <li>- to record data in a table</li> <li>- to measure with a data logger.</li> <li>- to present findings from an enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>- Label a timeline with key events of the Tudor dynasty</li> <li>- List the Tudor monarchs</li> <li>- Organise information about the Tudors</li> <li>- List some of Shakespeare's plays</li> <li>- Summarise the story of one of Shakespeare's plays</li> <li>- Identify changes in relation to the local area</li> </ul>	<ul style="list-style-type: none"> <li>- Label a timeline of significant events</li> <li>- Suggest suitable sources of evidence</li> <li>- Organise key information</li> <li>- Use a map to identify key countries and locations</li> <li>- Compare and contrast</li> </ul>	<ul style="list-style-type: none"> <li>- Name and locate some of the countries and cities where refugees have come from</li> <li>- Describe how locations around the world are changing</li> </ul>	

<p><b>Knowledge</b></p>	<p><b>Civil Right's movement:</b> Find out about the civil rights movement in America and key civil rights figures.</p> <p>Find out what life was like for African Americans before, during and after this time.</p> <p><b>Key vocab:</b> civil rights, movement, equality, equal rights, social justice,</p>	<p><b>Urban v Rural:</b> Using map grid systems – four-figure and six-figure</p> <p>Locate key places using grid references</p> <p>Compare and contrast rural and urban areas</p> <p>Using compasses for direction (on trip)</p> <p><b>Key vocab:</b> Locational, population, compare, contrast,</p>	<p><b><u>Evolution and Inheritance</u></b></p> <ul style="list-style-type: none"> <li>to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>Key vocab:</b> evolution, evolve, natural selection, survival, reproduction, offspring, parents, siblings, environment, variation fossils; ammonites, belemnites, micrasters,</p>	<p><b>Shakespeare/Tudors:</b></p> <ul style="list-style-type: none"> <li>Tudors were in power between 1485 – 1603</li> <li>The War of the Roses was fought between the House of York and the House of Lancaster</li> <li>Tudor rule began to end with the Elizabethan era</li> <li>Elizabethan times were famous for theatre – The Globe Theatre</li> <li>Shakespeare was a famous English playwright</li> <li>He was born in Stratford-upon-Avon</li> <li>Shakespeare played an important part in the Renaissance arts movement</li> </ul> <p><b>Key vocab:</b> monarchy, dynasty, successor, Reformation, dispensation, dissolution, armada, Globe Theatre, Stratford-Upon-Avon, comedy</p>	<p><b>WW2:</b></p> <ul style="list-style-type: none"> <li>Describe how the war began</li> <li>Explain some of the political and social consequences</li> <li>Explain the impact on Britain today</li> <li>Explain what the Blitz was</li> <li>Explain what countries were involved and the key leaders</li> <li>Understand the role Hitler played</li> </ul> <p><b>Key vocab:</b> communism, significant, influences, decades, evacuated, propaganda, Blitz, rationing, declaration, Holocaust</p>	<p><b>Immigration/refugees:</b> History: Understanding how historical events can impact the lives of individuals.</p> <p>Geog: Learning the countries of the world, understanding geographical terrain, reading and understanding the globe and maps</p> <p><b>Key vocab:</b> refugees, asylum, migration, diversity, culture, crisis, empathy, resilience</p>	<p><b><u>Animals, including humans</u></b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Key vocab:</b> Circulatory system – heart, blood, veins,</p>
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Creative outcome	Presentation about farm trip	Research project about family history & evolution/creating a futuristic animal based on adaptations needed	Creating a 'modern' play script and acting out	Debate	Getting in role as evacuees – creating equipment needed, ration books etc.	End of year production	
Cultural capital:	Y6 residential	ZSL – evolution & adaptation workshop	Local trip – The Globe	UNICEF workshop	Imperial War museum	Transition workshops	
Science Theme	<u>Living things and their habitats</u> (links to farm trip)  STEM: Computing - Word publishing (Use word document to publish writing)	<u>Evolution and Inheritance</u> (links to Skellig)  STEM: rounding, estimating linked to fossils and timelines, percentages linked to inheritance		<u>Electricity</u> Links to use of light in WW2  <u>Light</u>  STEM: angles, measurement Computing – film making		STEM: estimating, rounding and money (link to cost of day-to-day running of a farm)	

<b>Suggested text &amp; Writing outcome</b>	<b>Writing outcome:</b>	<b>Writing outcome:</b> comparative piece on animals & habitats (links to previous topic)	<b>Writing outcome:</b> information piece of evolution		<b>Writing outcome:</b> explanation piece on the use of light (WW2 v now)	<b>Writing outcome:</b> Experiment write up
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