

Year 6					
Theme	Healthy Minds	World War 2		Windrush	Ancient Greece
History	<p>To review the chronology of history learned in primary school.</p> <p>chronology AD/BC ancient/modern decade/century 20th/21st century</p> <p>I know that the order is: Stone Age, Iron Age, Roman Empire, Anglo-Saxon and Scots Invasions, Vikings.</p> <p>I know how to explain the changes over time in Leeds. (See key knowledge from year 5.)</p> <p>To learn about some key events of WW2 and how they impacted on British life.</p> <p>evacuation/evacuee rationing air raids Blitz Anderson shelter Army/Navy/RAF</p> <p>I know how the Blitz / the Battle of Britain impacted on the day to day life of British citizens: e.g. evacuation, rationing and air raid precautions.</p> <p><i>[NB made clear to the children that we will predominately focus on the war in Europe, but that this was a <u>world war</u> and fighting took place far beyond Europe's borders]</i></p>	<p>To learn about World War Two: the outbreak and early stages</p> <p>political/economic expansionism appeasement Phoney War Dunkirk Spirit stoicism Tobruk</p> <p>I know the political and economic conditions in Germany that gave rise to the Nazi party's popularity.</p> <p>I know that during the 1930s Britain and France followed a policy of appeasement.</p> <p>I know that war was declared by Britain in September 1939 when Hitler invaded Poland.</p> <p>I know that the Battle of Britain was fought in the skies between the Allies and Germans in 1940; I know that Hitler planned to invade Britain (Operation Sealion).</p> <p>I know that the Battle of Dunkirk led to the evacuation of 340,000 British and French troops during Operation Dynamo.</p> <p>I know that Operation Dynamo came to embody the idea of Dunkirk Spirit (stoicism).</p> <p>I know that Winston Churchill gave rousing</p>	<p>To learn about World War Two: turning points and victory</p> <p>[Battle] front strategy/strategic advantage momentum advance/retreat VE Day refugees/the displaced</p> <p>I know that the Allies gradually took back control of Europe– turning the tide of war (1943-45).</p> <p>I know how the war on the eastern front affected the war on the western front.</p> <p>I know key details about how victory was achieved in Europe (Stalingrad, Sicily/Italy, DDay Landings, Hurtgen Forest, Berlin).</p> <p>I know how victory was celebrated and the ongoing repercussions of the war.</p>	<p>To learn about how people from the Caribbean came to the UK after World War 2 to help rebuild the country and the challenges they faced.</p> <p>migrants immigration Discrimination empire</p> <p>I know that during WW2, lots of Caribbean men and women served in the British armed forces.</p> <p>I know that after WW2, Caribbean migrants helped to rebuild Britain.</p> <p>I know that the first ship which came from the Caribbean with migrants was called the Empire Windrush and it carried 492 Jamaicans to Tilbury Docks in Essex.</p> <p>I know that many of the new arrivals faced racism and discrimination and found it difficult to get jobs and find homes.</p> <p>I know that an estimated 500,000 people now living in the UK who arrived between 1948 and 1971 from Caribbean countries have been called the Windrush generation</p>	<p>To learn about key figures and their impact on British society</p> <p>empire civilisation democracy parliament philosophy</p> <p>I know that Ancient Greek civilisation influenced the development of British society.</p> <p>I know who Pythagoras, Aristotle, Socrates and Plato were and the impact they have had on British society.</p> <p>I know that Ancient Greece was the birthplace of democracy; I know that Ancient Greek ideas influenced the way democracy developed in Britain.</p>

		<p>speeches which motivated the country.</p> <p>I know the war was fought on different fronts (e.g. North Africa/desert warfare compared to Russia)</p>			
Geography	<p>To know major countries in Europe and their capital cities.</p> <p>To know difference between human and physical characteristics.</p> <p>human/physical, capitals, borders, compass, grid reference, keys/symbols</p> <p>I know that the UK is made up of England, N Ireland and Scotland, and that Great Britain is made up of England, Scotland and Wales.</p> <p>I can name and locate key cities within the UK.</p> <p>I can name and locate major countries (must know UK, France, Germany, Poland, Russia, Italy, Spain plus some others).</p> <p>I can name the capital cities of major countries.</p>	<p>To locate and describe climate zones</p> <p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, temperate, tropical, desert, sub-arctic, temperature, rainfall, precipitation</p> <p>I know that the globe is divided up by lines of latitude and longitude, and that some have specific names.</p> <p>I can locate climate zones on a globe or world map.</p> <p>I can describe features of climate zones: desert (North Africa); temperate (Hurtgen, Germany); sub-arctic (Stalingrad); tropical (Pearl Harbour/far east) (temperature, rainfall, precipitation).</p>			<p>To know geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (W Yorkshire) and a region in a European country (Athens)</p> <p>To describe key elements (settlement, land use and economic activity)</p> <p>human, physical, settlement, land use, economic, tourism, climate, population</p> <p>I can locate Greece, and identify key human and physical features.</p> <p>I can analyse climate indicators (rainfall, hours of daylight, temperature).</p> <p>I can explain drivers of tourism (climate/historical factors).</p> <p>I understand how geographical location can influence current events. (refugee crisis, pollution, tourism crisis).</p>
PSHE	<p>Mental health and emotional wellbeing: Healthy Minds</p> <p>Stress, Discrimination, stigma, mental health, coping strategies, negative, positive</p> <p>know that mental health is about emotions, moods and feelings - how we think, feel and behave.</p>	<p>Identity, society and equality: Human rights</p> <p>Empathy, migration, refugee, responsibilities, conflict, displaced, human rights</p>	<p>Drug, alcohol and tobacco education: Weighing up risk</p> <p>Legal, illegal, restricted, use and supply, dependence, addiction, overdose, counsellor</p>	<p>Keeping safe and managing risk: Keeping safe – out and about</p> <p>Risk, peer pressure, anti-social behaviour, assumptions, gang, law</p>	<p>Sex and relationship education: Healthy relationships / How a baby is made.</p> <p>Puberty, physical, emotional, behavioural, gender, stereotype, sexuality, relationship, reproduction, consenting adults, sexual intercourse,</p>

	<p>I know what can affect a person's mental health and some ways of dealing with stress.</p> <p>I know some everyday ways of looking after mental health.</p> <p>I know the negative effect that stigma and discrimination can have.</p> <p>I know what can help to have a more positive effect (and therefore, reduce stigma and discrimination).</p>	<p>I know what migration means and why people move.</p> <p>I know how challenging it could be.</p> <p>I know I have rights and responsibilities.</p> <p>I know which organisations represent my rights.</p>	<p>I know why and when people might use drugs.</p> <p>I know the difference between legal and illegal drugs.</p> <p>I know the risks of drug use and how to reduce them.</p> <p>I know where to get help, advice and support regarding drug use.</p>	<p>I know the potential risks in my local area.</p> <p>I know what peer pressure and how to respond to it.</p> <p>I know how the law applies to anti-social behaviour.</p>	<p>conception, pregnancy, contraception, sexually transmitted infections</p> <p>I know the physical, emotional and behavioural changes that occur during puberty.</p> <p>I know there are different attitudes and values around gender stereotypes and sexuality.</p> <p>I know what values are important in a relationship.</p> <p>I know how babies are made.</p> <p>I know the male and female reproductive organs.</p> <p>I know some of the skills and qualities needed to be a parent/carer.</p> <p>I know the appropriate language to use to discuss sex, relationships and growing up.</p> <p>I know where to get information, support and advice.</p> <p>I know what contraception is and that it's both partners' responsibility.</p> <p>I know how a condom protects against HIV and other sexually transmitted infections.</p> <p>FGM</p> <p>I know what FGM is.</p> <p>I know that FGM is a form of abuse.</p> <p>I know that girls have the right to say no and seek professional support.</p>
RE	<p>Sikh – commitment KhalsaThe 5Ks (Kesh – uncut hair, Kangha – comb, Kara – wrist band, Kachera – short trousers, Kirpan – sword), Khanda symbol</p> <p>I know what values are universally important. I know the Sikh emphasis on commitment and</p>		<p>Jesus – resurrection Ascension, Communion, Crucifixion, Easter, Forgiveness, Gospel, Incarnation, Jesus, Kingdom of Heaven, Gospels, Palm Sunday, Reconciliation, Resurrection, Ritual, Sacrifice, Salvation</p> <p>I know what the gospels say about Jesus' last days and</p>		<p>Rites of passage Confirmation, Bar and Bat Mitzvah</p> <p>I know that a rite of passage is associated with growing up and becoming an adult. I understand that this involves change and responsibility. I know that all faiths have a right of passage and can discuss the similarities and differences</p>

		<p>valour and understand the historical significance of this.</p> <p>I know the 5K, where and who they come from, what they mean and can discuss their importance to Sikhs.</p>		<p>death? I can pick out aspects of those last days that I think are of particular significance and explain why.</p> <p>I know the reasons why the resurrection of Christ is so important to Christians.</p> <p>I know how Christians come to believe in the events surrounding the resurrection and that some believe in the literal truth while others see the stories as allegories or cautionary tales to help us understand how best to live.</p>		<p>I know the importance of the right of passage in Christianity and Judaism.</p>
<p>Science</p> <p>Scientific Enquiry Skills: 1. Observing changes over time 2.Noticing patterns 3.Grouping and classifying things (noticing similarities and differences) 4.Comparative and fair testing 5.Finding things out using secondary sources of information</p>	<p>Light Shadows, source, reflection and refraction</p> <p>I know that light travels in straight lines</p> <p>I know that light travels from a source to an object to the eye.</p> <p>I know that visible light is made up of a spectrum of colours SES: 2,3,4,5</p>	<p>Electricity Circuit, symbol, voltage, brightness, diagram</p> <p>I know that a circuit must be complete for electricity to flow</p> <p>I know that electricity runs from negative to positive in a circuit</p> <p>I know that a battery is a source of stored electricity</p> <p>I know that the unit of measurement, volts, is named after the scientist Volta. SES: 2,4,5</p>	<p>Humans Skeletal, muscular and digestive, organs, nutrients, heart, circulation, circulatory system, oxygenated, deoxygenated</p> <p>I know that humans have an internal skeleton</p> <p>I know that muscles and attached to bone with tendons</p> <p>I know that the body needs nutrients to survive</p> <p>I know that exercise and diet directly impact on health</p> <p>I know that the heart is a muscle that pumps blood around the body</p> <p>I know that arteries carry oxygenated blood</p> <p>I know that veins carry deoxygenated blood SES: 2,3,4,5</p>	<p>Habitats – Classification Kingdom, phylum, species, genus, micro-organisms,</p> <p>I know that Carl Linnaeus compiled a scientific classification system</p> <p>I know that all animals and plants can be classified into groups based on observable characteristics</p> <p>I know that some micro-organisms can be harmful or helpful to humans SES: 1,2,3,4,5</p>	<p>Evolution and inheritance</p> <p>Traits, evolution, inheritance, genes, adaptation, mutations, species, selection</p> <p>I know that Charles Darwin was the first scientist to explain the ideas of evolution.</p> <p>I know that evolution occurs over thousands of years I know that humans evolved from apes</p> <p>I know that adaptations are random mutations</p> <p>I know that physical traits are passed from one generation to the next through genes SES: 2,3,5</p>	
<p>DT</p>	<p>Constructions Something – Anderson Shelter Someone – Children Some purpose – Test how well it protects an object (egg)</p> <p>electrical systems, structural integrity, trial, error, prototype, shell structures, original plans, accurate</p> <p>I know why Anderson Shelters were used.</p>			<p>Textiles Something – Meadowfield Cushion/Blanket Someone – Children Some purpose – Commemorate their time in Meadowfield and their favourite moments from their time here.</p> <p>cutting, sewing, joining, needle, thread, material, aesthetic, pattern pieces, weaving, strength</p>		

				I know how they were structurally strong. I know how to design a prototype on paper and using a computer. I know how to improve the integrity. I can use tools safely and accurately.	I know how to create an object that employ a seam allowance. I know how to join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). I know how to use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft décor)
Cooking	Food Something – Modern Day Rations/Powdered egg Someone – Parent Engagement Some purpose – Research and create rations from modern day products to share with parents. nutrition, shortage, preservation, allotment, home grown, substitute, healthy I know why rations were used. I know where rations came from. I know what nutritional value they had. I know how to create a recipe. I can research different types of rations from different countries.				
Art	To express emotions through sketching Kathe Kollwitz Otto Dix Emotion, Compassion Movement, Perspective Shadows, Reflection Tone, Line I know that portraits are used to depict emotions of the time. I know that Kathe Kollwitz depicts the effects of poverty, hunger and war on the working class.			Textiles personal project/ DT crossover	I can express myself through collage Kurt Schwitters Texture, Plain, Patterned Tactile, Combine, Overlay Weave, Layer I know that collage is a technique to assemble different materials together.
Music	To learn how to play as part of an ensemble taking an individual part and reading notation from the stave Topic/Theme-Firework 'Katy Perry' Stave, Notation, Treble Clef, Crotchet, Quaver, Minim, Semibreve, Tempo, Dynamics, Performance, Ensemble I can play in an ensemble, taking an individual part and showing an awareness of balance. I can lead a group by counting in, beating time etc.		To learn about the history of Blues music, perform, improvise and understand the cultural and social significance of its lyrics Topic/Theme-Blues Blues, Africa, Slave, Slave Trade, Lyrics, Structure, Performance, Syncopation, Improvisation, Chime Bars, Harmony I can play in an ensemble, taking an individual part and showing an awareness of balance.		To learn how to compose our own song lyrics, perform with confidence, expression and control Topic/Theme-Song writing, Leavers' Performance Lyrics, Pitch, Timbre, Tempo, Dynamics, Structure, Notation, Ensemble, Performer, Composer I can play in an ensemble, taking an individual part and showing an awareness of balance. I can recover from mistakes in a performance.

	<p>I can recover from mistakes in a performance.</p> <p>I can control intended changes of speed and notice unintended ones.</p> <p>I know what crotchets, crotchet rests, quavers, minims, semibreves are and use them to perform rhythms.</p> <p>I can recognise and use simple staff notation.</p>		<p>I can listen to longer extracts and describe using knowledge of inter-related dimensions of music.</p> <p>I can listen and comment on music from different historical periods, displaying increasing understanding of the factors that have influenced the development of different genres over time e.g. role of the slave trade in bringing African rhythms to other countries.</p> <p>I can use extended musical vocabulary to express personal taste.</p> <p>I can sing accurately with good posture and breathing and can sing songs with a more complicated texture e.g. partner songs.</p> <p>I can perform and compose more complicated rhythms (semiquavers, syncopation), aurally and from notations.</p> <p>I can understand and use chords in sequences.</p> <p>I can understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music, major for happy.</p> <p>I can recognise and use simple staff notation.</p>		<p>I can perform by ear and using forms of notation.</p> <p>I can both be in charge of a group and take directions when working on a composition.</p> <p>I can suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not.</p> <p>I can demonstrate control of vocal techniques - breathing, posture, good tuning and diction when singing.</p> <p>I can maintain my own part with accurate pitch whilst hearing other parts.</p> <p>I can play, sing confidently to a variety of audiences in different types of venue (e.g. outside, in a large hall).</p>	
PE	<p>Indoor: Fitness (personal targets)</p> <p>Can I compare my results?</p> <p>Can I decide which activities will help me achieve my goals?</p> <p>Can I work towards a target over a period of time?</p> <p>Outdoor: OAA</p> <p>Can I use communication?</p> <p>Can I work in a group?</p> <p>Can I solve a problem?</p> <p>Can I listen to the rules?</p> <p>Can I follow instructions?</p> <p>Can I take turns?</p> <p>Can I be safe outdoors?</p> <p>Visit Green Moon Scout Camp – Sept</p>	<p>Indoor: Dance</p> <p>Can I recognise music has different beats?</p> <p>Can I clap to the beat?</p> <p>Can I think of different movements to suit the type of music?</p> <p>Can I create dance moves that link to WW2? (Could use specific text/Goodnight Mr Tom? Could be about the blitz? Thinking about all the elements – can they create a whole class blitz scene with children working in groups to create different parts?)</p> <p>Can I perform my/our sequence?</p> <p>Outdoor: Rugby</p> <p>Can I hold a rugby ball correctly?</p> <p>Can I pass backwards?</p>	<p>Indoor: Gymnastics</p> <p>Can I hold a balance?</p> <p>Can I perform a partner balance?</p> <p>Can I travel across the floor?</p> <p>Can I turn?</p> <p>Can I create a basic sequence?</p> <p>Can I perform my sequence?</p> <p>Can I perform a group sequence?</p> <p>Can I give constructive feedback to my partner?</p> <p>Can I respond to feedback from my partner?</p> <p>Outdoor: Hockey</p> <p>Can I hold a stick correctly? (left or right handed?)</p> <p>Can I dribble?</p> <p>Can I perform a push pass?</p> <p>Can I perform a slap hit towards a target and safely?</p>	<p>Indoor: Athletics</p> <p>Can I throw? Target throwing with different items – further distances</p> <p>Can I run? Different distances – sprint and long distance</p> <p>Can I jump? Standing long jump and triple jump, high jump</p> <p>Outdoor: Basketball</p> <p>Can I bounce a ball with one hand?</p> <p>Can I pass to a teammate?</p> <p>Can I dribble the ball towards a target?</p> <p>Can I shoot at a target?</p> <p>Can I play in attack and defence?</p>	<p>Indoor: Ball games</p> <p>Can I listen to the rules of the game?</p> <p>Can I hold a ball?</p> <p>Can I throw a ball?</p> <p>Can I catch a ball?</p> <p>Can I aim a ball towards a target?</p> <p>Can I run with a ball?</p> <p>Outdoor: Rounders</p> <p>Can I stand in the box?</p> <p>Can I bowl the ball?</p> <p>Can I pass the ball to a teammate?</p> <p>Can I work as a fielding team?</p> <p>Can I score a rounder?</p> <p>Can I use tactics to win?</p>	<p>Indoor: Football</p> <p>Can I dribble a ball?</p> <p>Can I pass a ball to a target?</p> <p>Can I turn with a ball?</p> <p>Can I shoot at a goal?</p> <p>Can I combine my skills in a game situation?</p> <p>Looking for consistency and accuracy.</p> <p>Outdoor: Tennis</p> <p>Can I balance a ball on my racket?</p> <p>Can I hold a rally?</p> <p>Can I hit a ball over a net?</p> <p>Can I hit a ball towards a target?</p> <p>Can I vary my shots?</p>

		Can I move into space? Can I run a pass the ball? Can I attack and defend? Can I start to understand the rules?	Can I perform a sweep pass towards a target? Can I pass towards a target - goal or teammate? Can I use skills in a game? Can I use a hockey stick safely?			
Computing						