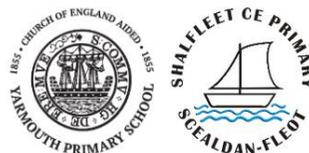


The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Yarmouth Year 6 2021-2022

	AUTUMN: History Focus		SPRING: Geography Focus		SUMMER: History and Geography	
Title/Duration	ANGLO SAXONS AND VIKINGS Divide and Conquer		RUSSIA From Russia with love		MAYANS The Magic Mayans	
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	<ul style="list-style-type: none"> • Broad, Relevant and Balanced. • Valuing all children, learning is accessible to all. 		<ul style="list-style-type: none"> • High Quality Outcomes & Deep Learning. • Challenging, engaging and motivating • Coherent learning links and pathways 		<ul style="list-style-type: none"> • Strong Working Partnerships. • Promotes Independence and Curiosity. • Opportunities for memorable experiences 	
English (Focus Texts/Writing Opportunities)	<p>Beowulf</p> <ul style="list-style-type: none"> - Letter writing - Legend writing - Poetry writing - Information Text - Myth Writing <p>Smashing Saxons & Vicious Vikings</p> <ul style="list-style-type: none"> - Information text 		<p>Wolf Wilder</p> <ul style="list-style-type: none"> - Narrative writing x 2 - Diary writing - Persuasive writing <p>National Geographic – Face to face with Wolves</p> <ul style="list-style-type: none"> - Information text <p>Gamayun Tales – Russian Folk Anthology</p> <ul style="list-style-type: none"> - Folk tale writing 		<p>Hugo Cabret</p> <ul style="list-style-type: none"> - Diary writing - Discussion text x 2 - Narrative x 2 <p>The Maya: Clever Ideas and Inventions from Past Civilisations (The Genius of)</p> <ul style="list-style-type: none"> - Explanation text <p>Rain Player</p> <ul style="list-style-type: none"> - Letter writing 	

Maths	Calculating using knowledge of structures, Multiples of 1,000, Numbers up to 10,000,000, Draw, compose and decompose shapes.		Multiplication and division, Area, perimeter position and direction, Fractions and percentages.	Statistics, Ratio and proportion, Calculating using knowledge of structures, Solving problems with two unknowns, order of operations, mean average.	
Science	Forces	Electricity	Living things and their habitats	Animals including humans	RECAP - Science in sport
History	<p>ANGLO SAXONS and VIKINGS</p> <p><u>Knowledge</u> Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><u>Historical Interpretation</u> Find and analyse a wide range of evidence about the past;</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>Begin to evaluate the usefulness of different sources.</p>		<p>Geography Focus but links to Russian Revolution and Cold War</p> <p><u>Historical Interpretation</u> Find and analyse a wide range of evidence about the past;</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>Show an awareness of the concept of propaganda;</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>Begin to evaluate the usefulness of different sources.</p> <p><u>Historical Enquiry</u> Recognise when they are using primary and secondary sources of information to investigate the past;</p>	<p>ANCIENT MAYANS</p> <p><u>Historical Interpretation</u> Find and analyse a wide range of evidence about the past;</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>Begin to evaluate the usefulness of different sources.</p> <p><u>Historical Enquiry</u> Recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p>	

Historical Enquiry

Recognise when they are using primary and secondary sources of information to investigate the past;

Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;

Select relevant sections of information to address historically valid questions and construct detailed, informed responses;

Investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological understanding

Accurately use dates and terms to describe historical events;

Understand and describe in some detail the main changes to an aspect in a period in history.

Knowledge and understanding of events, people and changes in the past

Identify and note connections, contrasts and trends over time in the everyday lives of people;

Use appropriate historical terms such as culture, religious, social, economic and political when describing the past;

Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;

Select relevant sections of information to address historically valid questions and construct detailed, informed responses;

Investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological understanding

Order an increasing number of significant events, movements and dates on a timeline using dates accurately;

Accurately use dates and terms to describe historical events;

Understand and describe in some detail the main changes to an aspect in a period in history.

Knowledge and understanding of events, people and changes in the past

Examine causes and results of great events and the impact these had on people;

Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.

Select relevant sections of information to address historically valid questions and construct detailed, informed responses;

Investigate their own lines of enquiry by posing historically valid questions to answer.

Chronological understanding

Order an increasing number of significant events, movements and dates on a timeline using dates accurately;

Accurately use dates and terms to describe historical events;

Understand and describe in some detail the main changes to an aspect in a period in history.

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	<p>Examine causes and results of great events and the impact these had on people;</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p>		
<p>Geography</p>	<p><u>Human Geography fieldtrip focusing on Yarmouth town center.</u></p> <p><u>Human and Physical</u></p> <p>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;</p> <p><u>Geographical skills and fieldwork</u></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><u>Place Knowledge:</u></p> <p>They have a deeper knowledge of people, resources, natural environment.</p> <p>Children are now conducting independent research asking and answering questions.</p> <p><u>Human and Physical:</u></p> <p>Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of</p>	<p><u>River + Nature Walk Field Trip and a focus on a region of Russia</u></p> <p><u>Place Knowledge:</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of A region of Eastern Europe (Russia).</p> <p><u>Human and Physical:</u></p> <p>Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle.</p> <p>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;</p> <p><u>Geographical skills and fieldwork:</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><u>Field Trip focusing on effect of erosion and a focus on geographical elements of the Mayan Civilisation</u></p> <p><u>Locational Knowledge:</u></p> <p>Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Human and Physical:</u></p> <p>Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle.</p> <p>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;</p> <p><u>Geographical skills and fieldwork:</u></p>

geography and using the key vocabulary to demonstrate their knowledge and understanding.

Geographical Skills and Fieldwork:

Children focus on observing and recording the changes of human features over time.

Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.

Fieldwork

Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes.

Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.

Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Locational Knowledge:

Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.

Place Knowledge:

Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking and answering questions.

Human and Physical:

Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world

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Human and Physical:

		<p>vocabulary to demonstrate their knowledge and understanding.</p> <p><u>Geographical Skills and Fieldwork:</u></p> <p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time.</p> <p>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p><u>Fieldwork</u></p> <p>Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes. Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.</p>	<p>Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.</p> <p><u>Geographical Skills and Fieldwork:</u></p> <p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time.</p> <p>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p><u>Fieldwork</u></p> <p>Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes. Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.</p>
Art	Printing – To use printing techniques in order to create art work that is reminiscent of the discoveries made at Sutton Hoo.	TBD	TBD

	<p>Clay – To use clay sculpting techniques in order to create an Anglo Saxon style knot.</p> <p>Sketching and painting – The children will focus on re-creating sections of the Bayeux tapestry and also interpret the style used for their own sections.</p>				
Design & Technology		<p>Designing a Viking long ship including relevant details such as sails, shields and the dragon for the bow and stern. They will then make this using a mixture of wood and other materials such as cardboard.</p>		<p>Creating a range of traditional Russian dishes by researching and costing up the ingredients before writing out our recipes and then making them throughout the day.</p>	<p>Designing and making a Maya pyramid, including the base after we have learned about the history of them.</p> <p>Making a range of ancient Mayan foods and comparing them with modern day equivalents.</p>
Music	<p><u>Anglo Saxon Tales Through Song Rhythm</u> To copy and improvise a rhythmic phrase To tap or clap the rhythm of a song whilst others tap the metre (rhythmic structure of music) To play the rhythmic structure of a song whilst others play the rhythm/ pulse</p>		<p><u>Modest Mussorgsky and the Night on a Bare Mountain Rhythm</u> To copy and improvise a rhythmic phrase To tap or clap the rhythm of a song whilst others tap the metre (rhythmic structure of music) To play the rhythmic structure of a song whilst others play the rhythm/ pulse</p>		<p><u>Creating Adventure Music for our Mayan trailer</u> Vocal and Instrumental-Play and Perform To sing or play instruments using the musical elements taught as part of an ensemble or as a solo. To choose appropriate dynamics and tempo for the performance of songs and compositions</p>

Vocal and Instrumental-Play and Perform
 To sing or play instruments using the musical elements taught as part of an ensemble or as a solo.
 To choose appropriate dynamics and tempo for the performance of songs and compositions
 To choose the most appropriate way to perform a song or composition and choose appropriate instrumental/vocal sounds to accompany it
 To sing in 2-4 parts in rounds and harmonies
Vocal and Instrumental--
Improvise and compose
 To organise rhythmic and musical phrases into a simple structure (ABAB)
 To create a tune using 2 or 3 phases that change pitch
 To compose and improvise rhythmic and melodic cycles that include musical elements taught
Listening

Vocal and Instrumental-Play and Perform
 To sing or play instruments using the musical elements taught as part of an ensemble or as a solo.
 To choose appropriate dynamics and tempo for the performance of songs and compositions
 To choose the most appropriate way to perform a song or composition and choose appropriate instrumental/vocal sounds to accompany it
Vocal and Instrumental--
Improvise and compose
 To create a tune using 2 or 3 phases that change pitch
 To compose and improvise rhythmic and melodic cycles that include musical elements taught
Listening
 To play simple tunes by ear
 To recognise and pick out key instruments in a piece of music
 To listen to and recall songs from memory

To choose the most appropriate way to perform a song or composition and choose appropriate instrumental/vocal sounds to accompany it
Vocal and Instrumental--
Improvise and compose
 To compose and improvise rhythmic and melodic cycles that include musical elements taught
 To recognise and pick out key instruments in a piece of music
Musical Elements and Notation
 To use pitch, dynamics, duration, tempo, rhythm, timbre, structure, and texture when composing, singing or playing
 To recognise how music is written and name the different parts (staff, staves, treble clef and bars)
 To read, play and notate 4 and 8 beat rhythm notations (crotchets, minims, rests, semibreves, quavers and dotted notes)

	<p>To play simple tunes by ear</p> <p>To listen to and recall songs from memory using the appropriate musical elements</p> <p>To identify and analyse the phrase structure of a song</p> <p>Musical Elements and Notation</p> <p>To use pitch, dynamics, duration, tempo, rhythm, timbre, structure, and texture when composing, singing or playing</p>		<p>using the appropriate musical elements</p> <p>To identify and analyse the phrase structure of a song</p> <p>To listen to, respond and evaluate live music</p> <p>Musical Elements and Notation</p> <p>To use pitch, dynamics, duration, tempo, rhythm, timbre, structure, and texture when composing, singing or playing</p> <p>To recognise how music is written and name the different parts (staff, staves, treble clef and bars)</p> <p>To read and play notes for a simple melodic phrase (to be able to read the music)</p> <p>Music History</p> <p>Identify and discuss influential composers in music history</p>		<p>To read and play notes for a simple melodic phrase (to be able to read the music)</p> <p>To write the notes on the staff to create a simple or well-known phrase</p> <p>To know the names and symbols for dynamics and use it when notating music</p>	
Computing	<p>E-SAFETY – Self image and Identity and Health, wellbeing and lifestyle</p> <p>Photo Editing – Using layering in order to impose our DT projects upon a sea background</p>	<p>E-SAFETY – Online relationships and Online bullying</p> <p>Computing Science – Working with basic procedures using Scratch coding.</p>	<p>HOW A COMPUTER WORKS (Recap previous targets)</p> <p>Spreadsheet – Gathering comparison data with cities in Russia with those in the UK</p>	<p>E-SAFETY – Managing online information and Online reputation</p> <p>Computing Science – Working with nested loops when using Scratch coding</p>	<p>E-SAFETY – Privacy and Security and Copyright and Ownership</p> <p>Filming and Video Editing – Children are to create their own trailer for a Mayan adventure</p>	<p>E-SAFETY – repeat two of the areas judged to need further work. (TBD)</p> <p>Computing Science – Working with variables when coding with Scratch</p>

	Presentation Software – Collaborating as a class in order to create a presentation on Anglo Saxon village life.	Database – To create a database of the Anglo Saxon and Viking kings of England.	Word Processing – To type up and add formatting to their information text on wolves			
PE	Games - Tag Rugby Outdoor adventurous activities – Forest Schools	Athletics - Indoor athletics Games – Basketball Outdoor adventurous activities – Forest Schools	Gymnastics Athletics - Cross-country Outdoor adventurous activities – Forest Schools	Dance Games – Hockey Outdoor adventurous activities – Forest Schools	Athletics Games - Kwik Cricket Outdoor adventurous activities – Forest Schools	Athletics Games – Rounders Outdoor adventurous activities – Forest Schools
RE	Belonging (I) Shahada and salat	Interpretation (C) Christmas – the two birth narratives	Stewardship (C) Creation	Justice - Stories of justice	Sacred place (C/I) Places of worship	Umma (I) Hajj and zakat
French	Greetings, stating names, numbers 0-12, stating your age	Farms and animals, numbers 11-20, playground games.	Talking about yourself, birthdays and parties, party games.	Body parts, colours, monsters	School, French around the world. Travelling, weather, numbers 21-30	Dates, money, likes and dislikes
SMSC/PSHE	<p style="text-align: center;">Determination</p> <p>Social – Teamwork within class, working with each other in our topic lessons.</p> <p>Cultural – Looking at British history and how the Anglo Saxons changed Britain.</p> <p>Moral – Looking at the moral implications of the Viking invasion.</p> <p>Spiritual – Constant referral to issues around spirituality in worships (class and whole)</p>		<p style="text-align: center;">Relationships</p> <p>Social – Teamwork within class, working with each other to make a snow scene thinking carefully and debating each decision.</p> <p>Cultural – How did the cold war affect the countries involved and Britain?</p> <p>Moral – Looking at the moral implications of domesticating wolves by Russians.</p> <p>Spiritual – Constant referral to issues around spirituality in worships (class and whole)</p>		<p style="text-align: center;">Respect</p> <p>Social – Teamwork within class, particularly through the creation of ‘Mayan music which involves whole class cooperation.</p> <p>Cultural – Looking at aspects of Mayan history</p> <p>Moral – Looking at the moral implications of the Mayan treatment and land use.</p> <p>Spiritual – Constant referral to issues around spirituality in worships (class and whole)</p>	

Trips/Events/Visitors/Risk Day	Anglo Saxon/Viking day		Residential Mayan Day
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