

The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Shalfleet Year 6 2023-2024

	AUTUMN: History Focus		SPRING: Geography Focus		SUMMER: History and Geography	
Title/Duration	WWII Dig for Victory!		Climate Change A Hot Topic		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>Holes -Instructional writing-how to look after a yellow spotted lizard</p> <p>Once</p> <ul style="list-style-type: none"> - Persuasive Letter writing - Diary writing <p>A Christmas Carol Extracts -Descriptive writing</p>		<p>Wolf Wilder -Narrative extract from choice of perspectives</p> <p>-Non-chronological report on wolves</p> <p>Climate Change – The Hot Topic The Little Plastic Bag-mockumentary -Explanation Text</p>		<p>Water/sea poetry</p> <p>Survivors -Narrative -Diary writing</p>	

Maths	Place value (numbers to 10,000,000), addition, subtraction, multiplication and division methods, fractions and the four operations, converting between units of measure.			Ratio, algebra, decimals and percentages, area, perimeter and volume, statistics	Shape, position and direction, problem solving and consolidation		
Science	Living things & their habitats	Electricity	Renewable energy	Light	Animals inc humans – The circulatory system Diet, drugs & lifestyle	Variation, Adaptations & Fossils	Consolidation/The med work
History	<p>WW2</p> <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> -Order and place key historical events on a timeline for both Britain and Germany. Be able to understand and describe how these changes occurred. - Understand and describe in some detail how the Isle of Wight changed during WW2. <p><u>Historical Interpretation</u></p> <ul style="list-style-type: none"> -Find and analyse a wide range of evidence about WW2 that show different interpretations of events. Understand and reflect on these different points of view and how they link to historical fact. -Understand the difference between primary and secondary evidence, the impact of this on reliability and therefore how useful they are. -Show an awareness of the concept of propaganda on the British public and the German people. <p>(Resources possibly available from Osbourne House)</p> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> -Pupils should ask historically valid questions about change, cause, similarity and difference, and significance and give informed responses using relevant historical information (Linking in to war research on the Isle of Wight). -Use a wide range of different evidence to collect information about the past, such as ceramics, 			N/A as this is primarily a geography topic	<p>ANCIENT MAYANS</p> <p><u>Historical Interpretation</u></p> <p>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></p> <p>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>		

	<p>pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; (to support the island's link to the war).</p> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>-Examine causes and results of great events and the impact these had on the people of Britain and Germany e.g. the evacuation for children (compare and contrast these experiences).</p> <p>-Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children (look at living through the Blitz and evacuation, the island perspective of the war too, link with drama activities).</p>		<p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p><u>Chronological understanding</u></p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>Accurately use dates and terms to describe historical events;</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history.</p> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <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 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</p>	<p><u>Including field trips based on island studies</u></p> <p><u>Place Knowledge:</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of A regions around the world.</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>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 geography and using the key vocabulary to demonstrate their knowledge and understanding.</p> <p><u>Geographical Skills and Fieldwork:</u></p> <p>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.</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>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world</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>Locational Knowledge:</u></p> <p>Children use their knowledge of longitude, latitude, coordinates and indexes to locate</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>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world</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>Locational Knowledge:</u></p> <p>Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.</p>
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	<p>Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.</p>	<p>places focusing more on countries outside of Europe.</p> <p><u>Place Knowledge:</u></p> <p>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.</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 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>Place Knowledge:</u></p> <p>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.</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 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>
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			<p>Fieldwork</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>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>Art</p>	<p>Knowledge - Wartime artists – John Piper, Jacqueline Hurley</p> <p>Make observations about their work/ styles and known facts about their lives</p> <p>Painting/Drawing - John Piper commissioned WW2 artist from the time. Bombed out buildings mixed media (wax relief, watercolours, perspectives, use inspiration from Blitz photographs).</p> <p>Painting/Drawing - Jacqueline Hurley, modern, poppies. Uses silhouettes, charcoal/chalk and poppies in acrylics.</p>		<p>Jenny Kendur</p> <p>Benjamin West</p>		<p>Designing and making a Maya mask, after we have learned about the history of them. Using Modroc/paper maché</p> <p>Printing</p>
<p>Design & Technology</p>		<p>Design and build a bomb shelter that can withstand a blast. Then decorate final design using mixed media for display.</p>		<p>Creating a range of dishes that would be environmentally friendly then researching and costing up the ingredients before writing out our recipes and then making them throughout the day.</p>	<p>Making a range of ancient Mayan foods and comparing them with modern day equivalents.</p>

<p>Music</p>	<p>Dynamics, pitch and Tempo</p>	<p>Songs of WWII</p> <p>Re-creating 'war time' songs. Knowledge To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To develop an understanding of the history of music</p> <p>Music History - Relate music to historical curriculum topics</p>	<p>Film Music</p> <p><u>Children will write, create a beat and perform a rap about climate change.</u></p> <p>Rhythm 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>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</p>	<p>Theme and Variations (POP ART)</p>	<p>Baroque</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 To choose the most appropriate way to perform a song or composition and choose appropriate instrumental/vocal sounds to accompany it</p> <p>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</p> <p>Musical Elements and Notation To use pitch, dynamics, duration, tempo,</p>	<p>Composing and performing a leavers song</p>
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		<p>covered where possible - Britain -Wartime songs - Vera Lynn, Glenn Miller Germany- Wagner, 'Lili Marlene', sung in German by Marlene Dietrich</p> <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.</p> <p>To choose appropriate dynamics and tempo for the performance of songs and compositions</p> <p>To choose the most appropriate way to perform a song or composition and choose appropriate vocal sounds to accompany it</p> <p>To sing in 2-4 parts in rounds and harmonies</p> <p>Vocal and Instrumental--</p>	<p>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</p> <p>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 using the appropriate musical elements To identify and analyse the phrase structure of a song To listen to, respond and evaluate live music</p> <p>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)</p>		<p>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) To read and play notes for a simple melodic phrase (to be able to read the music) To write the notes on the staff to create a simple or well-known phrase To know the names and symbols for dynamics and use it when notating music</p>	
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		<p>Improvise and compose To organise rhythmic and musical phrases into a simple structure (ABAB)</p> <p>To create a tune using 2 or 3 phases that change pitch</p> <p>To compose and improvise rhythmic and melodic cycles that include musical elements taught</p> <p>To listen to and recall songs from memory using the appropriate musical elements</p>	<p>To read and play notes for a simple melodic phrase (to be able to read the music)</p> <p>Music History Identify and discuss influential composers in music history</p>			
Computing	<p><i>Computer Systems and Networks - 'Communication'</i></p> <ul style="list-style-type: none"> - Identify how to use a search engine - Describe how search engines select results - Explain how search results are ranked - Recognise why the order of results is important, and to whom 	<p><i>Creating Media – 3D Modelling</i></p> <ul style="list-style-type: none"> - Review an existing website and consider its structure - Plan the features of a web page - Consider the ownership and use of images (copyright) 	<p><i>Creating Media – Web Page Creation</i></p> <ul style="list-style-type: none"> - Use a computer to create and manipulate three-dimensional (3D) digital objects - Compare working digitally with 2D and 3D graphics - Construct a digital 3D model of a physical object 	<p><i>Data and Information – Spreadsheets</i></p> <ul style="list-style-type: none"> - Identify questions which can be answered using data - Explain that objects can be described using data - Explain that formulas can be used to produce calculated data 	<p><i>Programming A – Variables in Games</i></p> <ul style="list-style-type: none"> - Define a 'procedure' as something that can be run multiple times - Explain why a procedure is used in a program - Choose how to improve a game by using procedures 	<p><i>Programming B – Procedures in Games</i></p> <ul style="list-style-type: none"> - Define a 'variable' as something that is changeable - Explain why a variable is used in a program - Choose how to improve a game by using variables

	<ul style="list-style-type: none"> - Recognise how we communicate using technology - Evaluate different methods of online communication 	<ul style="list-style-type: none"> - Recognise the need to preview pages - Outline the need for a navigation path - Recognise the implications of linking to content owned by other people 	<ul style="list-style-type: none"> - Identify that physical objects can be broken down into a collection of 3D shapes - Design a digital model by combining 3D objects <p>Develop and improve a digital 3D model</p>	<ul style="list-style-type: none"> - Apply formulas to data, including duplicating - Create a spreadsheet to plan an event - Choose suitable ways to present data 	<ul style="list-style-type: none"> - Design a project that builds on a given example - Use my design to create a project - Evaluate my project 	<ul style="list-style-type: none"> - Design a project that builds on a given example - Use my design to create a project - Evaluate my project
PE	<p>Games - Tag Rugby</p> <p>Outdoor adventurous activities – Forest Schools</p>	<p>Athletics - Indoor athletics</p> <p>Games – Basketball</p> <p>Outdoor adventurous activities – Forest Schools</p>	<p>Gymnastics</p> <p>Athletics - Cross-country</p> <p>Outdoor adventurous activities – Forest Schools</p>	<p>Dance</p> <p>Games – Hockey</p> <p>Outdoor adventurous activities – Forest Schools</p>	<p>Athletics</p> <p>Games - Kwik Cricket</p> <p>Outdoor adventurous activities – Forest Schools</p>	<p>Athletics</p> <p>Games – Rounders</p> <p>Outdoor adventurous activities – Forest Schools</p>
RE	<p><i>Peace (M)</i> Revelation of the Qur'an, sawm and Ramadan</p>	<p><i>Incarnation (C)</i> An extraordinary baby</p>	<p><i>Ritual (M)</i> Wudu and Eid-ul-Fitr and Eid al Adha</p>	<p><i>Resurrection (C)</i> The empty cross</p>	<p><i>Love (S)</i> Sewa</p>	<p><i>River of Life (H)</i> Humanism Looking at humanistic traditions/ ways of life</p>
French	<p><u>Back to basics</u></p> <ul style="list-style-type: none"> - Children will focus on learning the French alphabet - Children will learn the most common single word phrases (e.g. greetings, yes/no, thank you etc). 	<p><u>Counting on</u></p> <ul style="list-style-type: none"> - Children will learn the numbers from 0-31 - Children will learn the days of the week and months of the year. - Children will apply these together to identify dates and 	<p><u>All about me</u></p> <ul style="list-style-type: none"> - Children will be able to give basic information about themselves (say their name, age, birthday, where they live etc). - Children will be able to know the common colours 	<p><u>All about me (ctd)</u></p> <ul style="list-style-type: none"> - Children may need to continue working through previous skills. - Children will need to be able to know phrases for liking and disliking of varying strength. 	<p><u>Class in session</u></p> <ul style="list-style-type: none"> - Children can identify and describe common classroom items. - Children can identify school subjects and express likes or dislikes. 	<p><u>Home sweet home</u></p> <ul style="list-style-type: none"> - Children can name and describe the rooms in the house simply e.g. big/small, tidy/messy, fun/boring. - Children can identify a range

	<ul style="list-style-type: none"> - Children will learn the key pronouns (he, she, they etc) and articles (a, an, the). 	<ul style="list-style-type: none"> can complete simple maths with them. 	<ul style="list-style-type: none"> - Children will be able to name and describe their clothes (using colours). - Children will be able to list their body parts (key ones) - Children will be able to name family members (mum, dad, gran etc) and look to build in knowledge of how to say basic information about them. - Children will be able to name pets and simply describe and state basic information about them. 	<ul style="list-style-type: none"> - Children will be able to list different hobbies. - Children will be able to state if they like or dislike different hobbies. 	<ul style="list-style-type: none"> - Children can identify common phrases used in the classroom (by teachers and pupils) 	<ul style="list-style-type: none"> of common items in the home and which they have. - Children can name different types of home and state which they live in.
SMSC/PSHE	<p style="text-align: center;">Determination</p> <p>Social – Teamwork within class, working with each other in our topic lessons, particularly when making war time food recipes.</p> <p>Cultural – Looking at British history and how the World War changed Britain and our relationships internationally.</p> <p>Moral – Looking at the moral implications of the choices made both sides of the War.</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 arguments for debates related to issues around climate change.</p> <p>Cultural – How has Britain contributed to climate change and how are we contributing to improving the situation?</p> <p>Moral – Looking at the moral implications of decisions made that have been detrimental to climate change.</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	Imperial War Museum Estelle Baker – Time Machine (WWII Inspire Day)	Local field trip – Geography	Residential Aqua Park Portsmouth Cathedral UKSA Paulton's Park
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