

The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Freshwater and Yarmouth Year 6 2024-2025

| | AUTUMN: History Focus | | SPRING: Geography Focus | | SUMMER: History and Geography | |
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| Title/Duration | WWII Lest we Forget | | 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>Once</p> <ul style="list-style-type: none"> - Diary writing - Historical Narrative - Explanation text - Setting description - Letter Writing <p>Rose Blanche</p> <ul style="list-style-type: none"> - Narrative - Diary writing <p>Poems from the Second World War</p> <ul style="list-style-type: none"> - Poetry writing | | <p>Hugo Cabret</p> <ul style="list-style-type: none"> - Diary writing - Setting description - Discussion text - Narrative x 2 <p>Climate Change – The Hot Topic</p> <ul style="list-style-type: none"> - Explanation Text - Discussion Text - Poetry | | <p>The Arrival</p> <ul style="list-style-type: none"> Letter writing Diary writing Persuasive Writing Poetry <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 | |

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| Maths | Place value (numbers to 10,000,000), addition, subtraction, multiplication and division methods, fractions and the four operations | | Statistics, decimals, shape, converting units of measure, area, perimeter and volume, fractions, decimals and percentages equivalents, position and direction, | | Problem solving and consolidation |
| Science | Living things and their habitats | Electricity and Renewable Energy | Light | The Circulatory System | Evolution - Variations Evolution – Adaptions and Fossils |
| 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, pictures, documents, printed sources, posters, | | 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> |

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| | <p>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><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> |

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.

Place Knowledge:

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 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.

Human and Physical:

Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle.

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;

Geographical skills and fieldwork:

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

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

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Locational Knowledge:

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

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

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 vocabulary to demonstrate their knowledge and understanding.

Geographical Skills and Fieldwork:

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

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Fieldwork

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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> |
| Art | <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>Knowledge – Climate/nature-based artists – Jenny Kendler and Benjamin West</p> <p>Make observations about their work/ styles and known facts about their lives</p> <p>Sculpture – Using the Kendler sculpture ‘Birds Watching’ learn techniques and use a range of mixed media (foil, tissue paper, paints, cellophanes) in order to create a piece inspired by it.</p> <p>Painting/Drawing - Using West’s work as inspiration, learn effective watercolour painting techniques to create collage papers featuring a range of flowers.</p> | | <p>Knowledge – Learn about the designs and significance behind Mayan masks as well as their uses.</p> <p>Embroidery- They will design their own mask and proceed to sew this onto dyed material. Their designs will be inspired through their historical research and a range of masks they have already observed.</p> | |
| Design & Technology | | <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</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</p> |

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| | | | | making them throughout the day. | | comparing them with modern day equivalents. |
| Music | <p>Songs of World War 2</p> <p>Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.</p> | | <p>Film music</p> <p>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p> | | | <p>Composing and performing a Leavers' song</p> <p>Children spend the topic creating their very own leavers' song personal to their experiences as a class.</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 - Recognise how we communicate using technology - Evaluate different methods of online communication | <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) - Recognise the need to preview pages - Outline the need for a navigation path - Recognise the implications of linking to content | <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 - Design a project that builds on a given example - Use my design to create a project <p>Evaluate my project</p> | <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 - Apply formulas to data, including duplicating - Create a spreadsheet to plan an event | <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 - Identify that physical objects can be broken down into a collection of 3D shapes - Design a digital model by combining 3D objects | <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 - Design a project that builds on a given example - Use my design to create a project |

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| | | owned by other people - | | - Choose suitable ways to present data | - Develop and improve a digital 3D model | - Evaluate my project |
| PE | Games - Tag Rugby | Athletics - Indoor athletics Games – Basketball Outdoor adventurous activities – Forest Schools | Gymnastics Athletics - Cross-country | Dance Games – Hockey Outdoor adventurous activities – Forest Schools | Athletics Games - Kwik Cricket | Athletics Games – Rounders Outdoor adventurous activities – Forest Schools |
| RE | Peace (M) Revelation of the Qur'an, sawm and Ramadan | Incarnation (C) An extraordinary baby | Ritual (M) Wudu and Eid-ul-Fitr and Eid al Adha | Resurrection (C) The empty cross | Love (S) Sewa | River of Life (H) Humanism Looking at humanistic traditions/ ways of life |
| French | - To give basic greetings and responses - To state their name - To state their age and ask someone theirs - To name the colours of the rainbow | - To name and describe family members - To name different pets - To ask others about their pets - To use adjectives to describe pets | - To name and describe pets - To count to 31 - To state their birthday | - To name different hobbies - To describe opinions on hobbies - To be able to describe clothing | - To name different modes of transport - To name different countries in French | - To name different holiday activities - To create a fact file about themselves |
| SMSC/PSHE | PSHE – Money management PSHE – Prejudice and discrimination Value = Resilience Social – Teamwork within class, working with each other in our topic lessons, particularly when making war time food recipes. | PSHE – Peer pressure PSHE – The permanence of online actions Value = Relationships Social – Teamwork within class, working with each other to make arguments for debates related to issues around climate change. | PSHE – Transition to secondary school PSHE – Sex education Value = Respect Social – Teamwork within class, particularly through the creation of 'Mayan music which involves whole class cooperation. Cultural – Looking at aspects of Mayan history | | | |

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| | <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>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>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 | Estelle Baker WW2 Visit WW2-Based Trips | Climate Change Day Local field trip | Residential UKSA Paultons Park Year 6 leavers service (Portsmouth Cathedral) |