

# The Federation of the Church Schools of Shalfleet and Yarmouth



## Long Term Planning Shalfleet Year 6 2025-2026

	AUTUMN: History Focus		SPRING: Geography Focus		SUMMER: History and Geography	
Title/Duration	<b>Titanic</b> A Night To Remember		<b>Climate Change</b> A Hot Topic		<b>MAYANS</b> 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"> <li>• <b>Broad, Relevant and Balanced.</b></li> <li>• <b>Valuing all children, learning is accessible to all.</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>High Quality Outcomes &amp; Deep Learning.</b></li> <li>• <b>Challenging, engaging and motivating</b></li> <li>• <b>Coherent learning links and pathways</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Strong Working Partnerships.</b></li> <li>• <b>Promotes Independence and Curiosity.</b></li> <li>• <b>Opportunities for memorable experiences</b></li> </ul>	
English (Focus Texts/Writing Opportunities)	<b>Unusual Creatures</b> <ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Writing to persuade</li> </ul> <b>Oliver Twist</b> <ul style="list-style-type: none"> <li>• Character Description</li> <li>• Setting description</li> </ul>		<b>Oliver Twist</b> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Instructional Writing</li> </ul> <b>Survivors</b> <ul style="list-style-type: none"> <li>• Diary Writing</li> <li>• Letter</li> </ul>		<b>Holes</b> <ul style="list-style-type: none"> <li>• Instructional Writing</li> </ul> <b>Alma</b> <ul style="list-style-type: none"> <li>• Narrative</li> </ul>	

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><i>How did the sinking of the Titanic transform sea safety rules and save lives in the future?</i></p> <p><b><u>Historical Interpretation</u></b></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>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><b><u>Historical Enquiry</u></b></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>Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p><b><u>Chronological Understanding</u></b></p>		<p><i>How did WW2 start; who or what was to blame?</i></p> <p><b><u>Historical Interpretation</u></b></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>Start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>Know that people in the past represent events or ideas in a way that may persuade others;</p> <p>Begin to evaluate the usefulness of different sources.</p> <p><b><u>Historical Enquiry</u></b></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>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>		<p><b>Ancient Mayans – What were the similarities and differences between them and other civilisations?</b></p> <p><b><u>Historical Interpretation</u></b></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>Start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p><b><u>Historical Enquiry</u></b></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>Investigate their own lines of enquiry by posing historically valid questions to answer.</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><b><u>Knowledge and Understanding of Events, People and Changes in the Past</u></b></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><b><u>Historical Understanding</u></b></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><b><u>Knowledge and understanding of events, people and changes in the past</u></b></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><b><u>Chronological understanding</u></b></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><b><u>Knowledge and understanding of events, people and changes in the past</u></b></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>	
Geography	N/A as this is primarily a history topic	<p><b><u>Including field trips based on island studies</u></b></p> <p><b><u>Place Knowledge:</u></b></p> <p>Understand geographical similarities and differences through studying the human and physical geography of A regions around the world.</p> <p><b><u>Human and Physical:</u></b></p> <p>Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle.</p>	<p><b><u>Locational Knowledge:</u></b></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><b><u>Human and Physical:</u></b></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</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;

**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 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

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 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

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.

**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.

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.

**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

			Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.	fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.
Art	<p><b>Knowledge</b> - Marine artists – Alfred Wallis and Jason deCaires Taylor</p> <p>Make observations about their work/ styles and known facts about their lives</p> <p><b>Painting/Drawing</b> – Alfred Wallis was self-taught used found materials and simplified shapes with visible brushstrokes to create expressive maritime paintings. We'll practice his techniques, recreate some of his works, and finally, design our own original art, celebrating creative expression.</p> <p><b>Sculpture</b> - Jason deCaires Taylor created environmental underwater sculptures! We'll explore his unique style, then use air-dry clay to create porous textures and sculpt our own original "submerged" figures, raising environmental awareness through art.</p>		<p><b>Knowledge</b> – Climate/nature-based artists – Jacqueline Hurley and Benjamin West</p> <p>Make observations about their work/ styles and known facts about their lives</p> <p><b>Painting/Drawing</b> - Jacqueline Hurley, modern, poppies. Uses silhouettes, charcoal/chalk and poppies in acrylics.</p> <p><b>Painting/Drawing/Collage</b> - Using West's work as inspiration, learn effective watercolour painting techniques to create collage papers featuring a range of flowers.</p>	<p><b>Knowledge</b> – Learn about the designs and significance behind Mayan masks as well as their uses.</p> <p><b>Painting/Sculpture/Collage</b>- They will design their own mask and proceed to make this by using layering to create a 3D effect and cardboard to collage the facial features. They will then continue to use collage techniques to add colour or painting.</p>
Design & Technology		Design and build a lifeboat model that is based on the ones found on the Titanic. Then create a base representing the Atlantic on the night it sank including adding an iceberg.	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>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	<b>Film music</b>  Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.		<b>Songs of World War 2</b>  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.			<b>Composing and performing a Leavers' song</b>  Children spend the topic creating their very own leavers' song personal to their experiences as a class.
Computing	<b>Computer Systems and Networks - 'Communication'</b>  <ul style="list-style-type: none"> <li>- Explain the importance of internet addresses</li> <li>- Recognise how data is transferred across the internet</li> <li>- Explain and evaluate different ways of sharing information and working together online.</li> </ul>	<b>Creating Media – 3D Modelling</b>  <ul style="list-style-type: none"> <li>- Use a computer to create and manipulate three-dimensional (3D) digital objects</li> <li>- Compare working digitally with 2D and 3D graphics</li> <li>- Identify that physical objects can be broken down into a collection of 3D shapes</li> <li>- Design, develop and improve a digital model by combining 3D objects</li> </ul>	<b>Programming A – Variables in Games</b>  <ul style="list-style-type: none"> <li>- Define a 'variable' as something that is changeable</li> <li>- Explain why a variable is used in a program</li> <li>- Choose how to improve a game by using variables</li> <li>- Design a project that builds on a given example</li> <li>- Use my design to create a project</li> <li>- Evaluate my project</li> </ul>	<b>Data and Information – Spreadsheets</b>  <ul style="list-style-type: none"> <li>- Explain that objects can be described using data</li> <li>- Explain that formulas can be used to produce calculated data</li> <li>- Apply formulas to data, including duplicating</li> <li>- Create a spreadsheet to plan an event, choosing suitable ways to present the data,</li> </ul>	<b>Creating Media – Web Page Creation</b>  <ul style="list-style-type: none"> <li>- Review an existing website and consider its structure</li> <li>- Plan the features of a web page</li> <li>- Consider the ownership and use of images (copyright)</li> <li>- Recognise the need to preview pages and have a navigation path</li> <li>- Recognise the implications of linking to content owned by other people</li> </ul>	<b>Programming B – Micro:Bits</b>  <ul style="list-style-type: none"> <li>- Use variables to create a step counter</li> <li>- Understand variables can be set to random numbers.</li> <li>- To write programs using random number variables,</li> </ul>

PE	<b>Games</b> - Tag Rugby	<b>Athletics</b> - Indoor athletics <b>Games</b> – Basketball	<b>Gymnastics</b> <b>Athletics</b> - Cross-country <b>Outdoor adventurous activities</b> – Forest Schools	<b>Dance</b> <b>Games</b> – Hockey	<b>Athletics</b> <b>Games</b> - Kwik Cricket	<b>Athletics</b> <b>Games</b> – Rounders <b>Outdoor adventurous activities</b> – Forest Schools
RE	<b><i>Peace (M)</i></b> Revelation of the Qur'an, sawm and Ramadan	<b><i>Incarnation (C)</i></b> An extraordinary baby	<b><i>Ritual (M)</i></b> Wudu and Eid-ul-Fitr and Eid al Adha	<b><i>Resurrection (C)</i></b> The empty cross	<b><i>Love (S)</i></b> Sewa	<b><i>River of Life (H)</i></b> Humanism Looking at humanistic traditions/ ways of life
French	<b>Consolidation</b>  - Recap basic greetings, personal details (name, age, hobbies).  - Describe clothes using colours.  - Describe animals using numbers, colours, and adjectives.  - Recap days, months, weather, seasons, and related clothing.	<b>Planning a Holiday</b>  - Learn names of countries and French towns/cities.  - Identify places to visit (e.g., beach, museum).  - Describe people, places, things, and actions in writing about Paris landmarks.	<b>Transport and Directions</b>  - Ask for and give simple directions.  - Describe how they get to school using transport and directions.  - Learn different transport modes.	<b>Visiting a Town</b>  - Learn names of different shops (e.g., patisserie, cafe).  - Practice giving directions between shops.  - Describe a town using basic sentences and adjectives.  - Speak and write a description of their own town.	<b>Cafes &amp; Restaurants</b>  - Learn about French menus, food, and drinks.  - Practice ordering food from cafes and restaurants.  - Learn to state allergies or inquire about ingredients.	<b>Going Shopping &amp; Consolidation</b>  - Learn names for goods for purchase on holiday (e.g., tickets, souvenirs).  - Practice asking for various goods.  - Consolidate knowledge on countries, towns/cities, landmarks, transport, and directions.



SMSC/PSHE	<p>PSHE – Future Careers and Money management</p> <p>PSHE – Gender Roles and Representation</p> <p>myHappymind Modules – Meet Your Brain and Celebrate</p> <p>Value = Resilience</p> <p><b>Social</b> – Teamwork within class, working with each other in our topic lessons, particularly when engaging in debates around safety laws and creating their lifeboat models.</p> <p><b>Cultural</b> – Looking at the impact that the disaster not only had locally but the impact it had looking at the impact of the disaster and the laws brought in after.</p> <p><b>Moral</b> – looking at the treatment of human lives on the Titanic and the idea some were more worthy</p> <p><b>Spiritual</b> – Constant referral to issues around spirituality in worships (class and whole)</p>	<p>PSHE – Healthy Friendships</p> <p>PSHE – The permanence of online actions</p> <p>myHappymind Modules – Appreciate and Relate</p> <p>Value = Relationships</p> <p><b>Social</b> – Teamwork within class, working with each other to make arguments for debates related to issues around climate change.</p> <p><b>Cultural</b> – How has Britain contributed to climate change and how are we contributing to improving the situation?</p> <p><b>Moral</b> – Looking at the moral implications of decisions made that have been detrimental to climate change.</p> <p><b>Spiritual</b> – Constant referral to issues around spirituality in worships (class and whole)</p>	<p>PSHE – Transition to secondary school</p> <p>PSHE – Sex education</p> <p>myHappymind Modules – Engage and Transition</p> <p>Value = Respect</p> <p><b>Social</b> – Teamwork within class, particularly through the creation of ‘Mayan music which involves whole class cooperation.</p> <p><b>Cultural</b> – Looking at aspects of Mayan history</p> <p><b>Moral</b> – Looking at the moral implications of the Mayan treatment and land use.</p> <p><b>Spiritual</b> – Constant referral to issues around spirituality in worships (class and whole)</p>
Trips/Events/Visitors/Risk Day	<p>Southampton Titanic Museum</p> <p>DT Day (lifeboats)</p>	<p>Climate Change Day</p> <p>Local field trip</p>	<p>Residential</p> <p>UKSA</p> <p>Paultons Park</p> <p>Year 6 leavers service (Portsmouth Cathedral)</p>