**Long term Curriculum Plan Overview 2019-20: Year 6**

| | Aut 1 (6 weeks) | Aut 2 (7 ½ weeks) | Spr1 (6 weeks) | Spr2 (5 weeks) | Sum 1 (6 weeks) | Sum 2 (7 ½ weeks) |
|---|---|---|---|---|---|---|
| Title | Stone-Age to Iron-Age | Space | Lifeboats | | Evolution | Ancient Greece |
| Year 5 | History: Stone-Age to iron Age<br><br>DT | Science: Earth and Space | History: Lifeboats<br><br>Art Project (3 weeks) | RE<br><br>Music | Evolution and Inheritance | History: Ancient Greece<br><br>Geography<br><br>DT 2 weeks |
| 1 session per week unless stated | Properties of Materials | Geography Fieldwork | Forces | Animals including humans | Art | ICT coding for half a term |
| Title | Ancient Egypt | Explorers | Climate Change | | Animals | |
| Year 6 | History: Ancient Egyptians<br><br>DT | History: Mayans<br><br>Geography | Geography<br><br>DT | | Living things and their habitats<br><br>Geography | RE (2 weeks)<br><br>Music (3 weeks)<br><br>Art Project (3 weeks) |
| 1 session per week unless stated | Animals including humans | Electricity | ICT coding for half a term | Art | Light | |
| Golden Time Ipads | | | | | Y5 class Stop animation/coding | Y5 class Stop animation/coding |

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<u>Things to note:</u>

- **Science:** These following objectives will need to be threaded through the science lessons

  During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

  a. planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

  a. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

  b. recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

  c. using test results to make predictions to set up further comparative and fair tests

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d. reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ♣

e. identifying scientific evidence that has been used to support or refute ideas or arguments.

- **Science:** Please refer to non-statutory guidance in national curriculum for guidance when planning

| | Aut 1 (6 weeks) | Aut 2 (7 ½ weeks) | Spr1 (6 weeks) | Spr2 (5 weeks) | Sum 1 (6 weeks) | Sum 2 (7 ½ weeks) |
|---|---|---|---|---|---|---|
| **Title** | **Ancient Egypt** | **Explorers** | **Climate Change** | | **Animals** | |
| **Visit/ Visitor** | Egyptian Day | **Visit to the Bournemouth Philharmonic Orchestra in Exeter** <br><br> **Visit from councillor to discuss grant** | **Eden Project/Local walk with a local man looking at effects of climate change.** | **London residential** | **RE champion visitor Trip to Exeter Mosque** | **IT expert in coding to visit** |

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| Year 6 | **History – Ancient Egypt (4 weeks)(David Weatherley Planning)**<br><br>The achievements of earlier civilisations overview of where and when an earlier civilisation appeared.and an in-depth study of one of the following: the Indus valley, ancient Egypt, the Shang dynasty of ancient china<br><br>**Art (2 weeks)**<br>- to create sketch books to record their observations and use them to review and revisit ideas<br>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)<br>- about great artists, architects and designers in history. | **History: Benin (3 weeks)**<br>A non-European society that provides contrast with British history. One study chosen from: early Islamic civilisation, including a study of Baghdad c.AD 900; Mayan Civilisation c. AD 900; Benin (west Africa) c. AD 900-1300 .<br><br>**Including Geography**<br>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)<br><br>**DT Construction (3 weeks)**<br>**Design**<br>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups<br>• develop, model and | **Geography**<br>**Location knowledge**<br>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>**Geographical skills and fieldwork**<br>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>• use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.<br>**Human and physical geography**<br>• describe and understand key aspects of:<br>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, | **Animals**<br>**Living things and their habitats**<br>a. Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood<br>b. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br>c. Describe the ways in which nutrients and water are transported within animals, including humans | **RE (2 ½ weeks)**<br>**What does it mean it be a Muslim in Britain today?**<br>- Identify and explain Muslim beliefs about God, the prophet and the Holy Qur'an<br>- Describe ways in which Muslim sources of authority guide Muslim living<br>- Make clear connections between Muslim beliefs and ibadah<br>- Give evidence and examples to show how Muslims put their beliefs into practise in different ways<br>- Make connections between Muslim beliefs studied and Muslim ways of living in Britain, Devon today<br>- Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims<br>- Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views<br><br>**Why is the Torah so important to Jewish people?**<br>- Identify and explain Jewish beliefs about god<br>- Give examples of some texts that say god is like and explain how Jewish people interpret them |
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| 1 session per week unless stated | | **Electricity** <br> a. associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit <br> b. compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. <br> c. Use recognised symbols when representing a simple circuit in a diagram | **ICT coding for half a term** <br> -design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <br><br> -use sequence, selection, and repetition in programs; work with variables and various forms of input and output <br><br> -use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs | **ICT - Stop animation** <br> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | **Light** <br> a. understand that light appears to travel in straight lines <br><br> b. use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye <br><br> c. explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes <br><br> d. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. | |
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