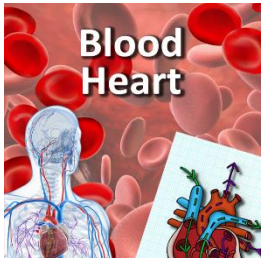
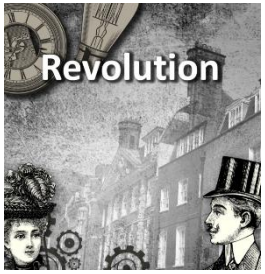
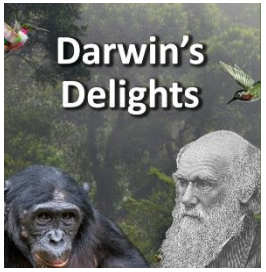
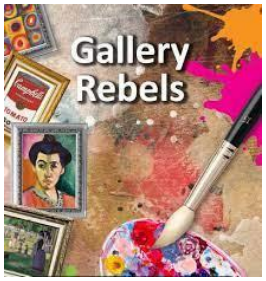
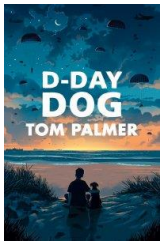
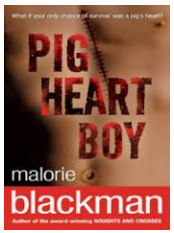
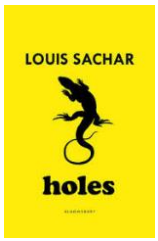
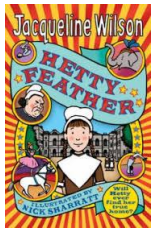
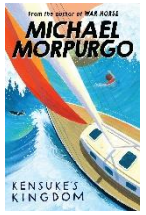
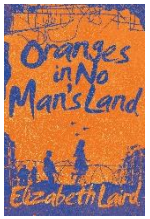
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project						
Project focus	**History**	**Science**	**Art/History**	**History**	**Science**	**Art/Music**
Breadth of Project	**WWII, evacuation, everyday life and the story of Anne Frank**	**Dissection, the heart, blood and circulation**	**Slave Trade, African colonisation, Britain's role in the Transatlantic Slave Trade**	**The Victorians, everyday life and Queen Victoria's reign**	**Evolution and inheritance, Darwin's discoveries and genetics**	**Famous artists, their artwork and its impact on the world**
Core Texts						
	D-Day Dog – Tom Palmer	Pig Heart Boy – Malorie Blackman	Holes – Louis Sachar	Hetty Feather – Jacqueline Wilson	Kensuke's Kingdom – Michael Morpurgo	Oranges in No Man's Land – Elizabeth Laird
Memorable Experience	Children arrive at school and each are given a label telling them which part of the United Kingdom they will be evacuated. Now/Press/Play WW2 evacuation	Children will dissect a heart after a visit from a surgeon.	Walking Black History tour of Leeds	Children will visit a Victorian theatre to experience what life was like for people in Victorian times	Children will investigate a range of live and dead animal specimens Now/Press/Play Evolution	Visit to the Leeds Art Gallery
Visits and Visitors	Eden Camp Local charity group Tom Palmer Whitby trip	Children will dissect a heart after a visit from a surgeon.	Walking Black History tour of Leeds	Visit to Leeds Grand Theatre for Victorian Workshops Armley Mills	Lion Learners – animal visitors in school	East Street Arts visitors
Community Links	Parents attend VE Day party Poppy Appeal Links to local charities (Harvest)	Local surgeon visitor	Harewood House – history of involvement in the slave trade Leeds street art walk	Links with The Grand Theatre Parlour afternoon parents invited		Leeds Art Gallery
English	**Diary entry** from Jack's Point of view	**Newspaper article** - Cameron revealed in the press as the boy who has had the transplant **Persuasive speech/debates**	**Character description** on the day Stanley arrived at Camp Green Lake **Poetry slam** competition	**Point of view** - Write in role as Hetty's Mum **500 Words competition (narrative based)**	**Non-Chronological report? -** WWF Our Planet **Additional chapter** - a version of Kensuke not being a man but an	**Setting description of Beirut** – comparative based on before and after the war

	Contrasting beach **setting description -** present day Vs 1944 Omaha Beach Blitz personification **poetry**	- Kid President inspired speech on blood donations in LS9 (formal) **Biography** - Fabrice Muamba (the footballer who's heart stopped for 78 minutes)	- anger, friends and feelings **Agony Aunt response**	- ghost stories in a Victorian Circus. **Explanation text** - How the Victorians have affected our lives today	evolved primate- 'Darwin's Kensuke'	**Formal letter** - from Ayesha to the government**/**to the refugee forum
Maths	**Place Value:** up to 10,000,000 **Addition, Subtraction, Multiplication, Division:** Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, **Multiplication and division** Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.	**Fractions** Multiply proper fractions and mixed numbers by whole numbers. **Geometry position and direction** The first quadrant , the four quadrants, translations and reflections	**Decimals and Percentages** Read, write, order and compare numbers with up to three decimal places. **Algebra** **Measurement: Converting units Perimeter, Area and Volume** Measure and calculate the perimeter and area of composite rectilinear shapes in cm and m, cm2 and m2 **Ratio** Language around ration, calculating ratios and scale factors and introducing problems	**Multiplication and Division** Multiply and divide up to 4 digits by a 1 or 2 digit number using long multiplication and short division **Fractions** Compare and order fractions Identify, name and write equivalent fractions Recognise mixed numbers and improper fractions Add and subtract fractions with the same denominator and denominators that are multiples of the same number.	**Statistics** Read, interpret and draw line graphs. Pie charts and finding the mean value **Geometry – Property of shape** Measuring with a protractor, finding angles, drawing nets of 3D shapes	**Consolidation and themed projects**
Science	**Light** Recognise that light appears to travel in straight lines 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 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 Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	**Human Circulatory System, measuring heart rate and lifestyle effects** Children will find out about the components and functions of the heart and blood. Describe the ways in which nutrients and water are transported within animals including humans	**Animals including Humans** They will recognise the damaging effect drugs can have on the body.	**Electricity** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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 Use recognised symbols when representing a simple circuit in a diagram	**Evolution and Inheritance.** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution **Living things and their habitats** Children will learn how animals are adapted to their habitats. They will find out about natural and artificial selection and understand the Theory of Evolution.	**Evolution and inheritance** recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents **RSE** Children will learn how their body will, and emotions may, change as they approach and move through puberty; about human reproduction; to be aware of different types of relationship, including those between friends and families, civil partnerships and marriage; to recognise what constitutes positive healthy relationships and develop the skills to form them
Science – Love to Investigate	**How does light travel?** Children use lasers and mirrors to observe light travelling in straight lines.	**What can your heart rate tell you?** Children will investigate the relationship between heart rate and running speed by collecting data and drawing scatter graphs **How does Blood Flow?**		**Can fruit light a bulb?** Children will work with different fruit and vegetables to investigate how they can act as batteries capable of powering a circuit	**Why do birds have different beaks?** Children will recreate how birds eat by using different tools to pick up food. They will use their results to assess how birds' beaks have adapted to eat specific types of food.	**Is green really green?** Children will investigate that through chromatography, we can separate a colour mixture to reveal its individual pigments

DT	**Mdechanisms (Electrical Systems)** Apply their knowledge of electrical systems to design a product where a circuit improves and adapts it. **Structures** Children to make an Anderson Shelter	**Cooking and Nutrition** Children will research recipes before designing and making packaging for 'heart healthy' food. Understand about seasonality in relation to food products and their sources. 	**Cooking and Nutrition** Know and understand about food hygiene, nutrition, healthy eating and a varied diet. Understand The Eatwell Plate.	**Textiles (Sewing)** Children will sew a Victorian Sampler using cross stitch 		**End of year show** Children will support in the production of an end of year show - designing, making and evaluating products to aid this process
History	**The Second World War** Children will learn about the lives of children in World War 2 and the Blitz in London,		**Slave trade** Children will learn about Africa past and present and the development of the slave trade, Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.	**The Victorians** Children will use a variety of sources to investigate and compare the lives of poor and rich Victorian children. They will learn about Queen Victoria, her reign and life and death. Children will learn about Victorian slums and crime and punishment. They will also learn about the industrial revolution.	**Significant Individuals – Charles Darwin** Children will learn how he came to be part of the scientific expedition on HMS Beagle and why it was so significant to his theory of evolution.	
Geography	**Cities of the UK** Children will use UK maps to find the location on their evacuation label. They will locate the cities and ports bombed during the Blitz on a map of the UK.	**Geographical skills** Children will Use maps/atlases/globes/digital mapping to locate countries around the world where current World Record Holders are from.	**Human and physical geography** Describe and understand key aspects of 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.	**Cities and Transport in Victorian times** Children will identify roads, railways and other transport links. Children will locate various Victorian landmarks on maps of London	**Islands of The World** Children will learn to use physical maps to plot the route Darwin took on HMS Beagle. They will identify the Galapagos Islands and find out about human activity, habitat and climate change.	**Locational knowledge** Recognise key symbols used on ordnance survey maps
Computing	**Esafety and Digital Media** Children will create a digital timeline of the events that happened during the Battle of Britain	**Esafety, Diagrams and Flowcharts** Make a flow diagram to illustrate the circulation process. Children will create a flow diagram to show how blood cells, water and nutrients are transported around the body	**E Safety and computer science** Scratch debugging framework	**Esafety and Photography** Children will take digital photos of individuals or groups in Victorian dress, arranged in front of their backdrop. Use software to create sepia effect prints.	**Esafety and Apps** Children will learn how to use the Face Film App to create an animation showing the evolution of humans. Google Earth	

Art	**Clay** Children will design and make clay masks in the style of Kimmy Cantrell representing emotions 	**Mixed media** Children will create a model of the human heart with a variety of media. 	**Street art/Digital art** Children will study the works of Jean-Michel Basquiat and create an inspired piece reflecting the African inspired pieces he created  Children to create a digital piece of artwork, with the Shakespeare logo as a theme, to produce	**Printing** Children will look at the work of the artist, William Morris, making detailed sketches of his wallpapers and fabric prints then transferring them onto print blocks. 	**Observational drawing of plants, flowers and trees – colour** Children will sketch plants, flowers and trees, looking carefully to accurately capture their shape, form, pattern and colour  **Observational Drawing of shells – Ink** 	**Art exhibition** Children will look at a variety of artists to learn about skills around pointillism, pop-art, cubism and expressionism, before producing and exhibiting their work   
Music	**Singing** Children will learn and sing wartime songs	**Guitars** Children will learn the chords and how to play songs on a tuned instrument. **Composition** Children will create a rap about the heart	**Listening and appraising** Children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians: Understand and explore how music is created, produced and communicated	**Guitars** Children will learn the chords and how to play songs on a tuned instrument. **Singing** Children will learn Victorian Parlour songs	**Guitars** Children will learn the chords and how to play songs on a tuned instrument.	**Performing** Children will contribute to an end of year show/assembly learning songs and

PE & Sport	**Basketball** Show an understanding of all the techniques learned in order to play a game of basketball **Sports Hall Athletics** Children will learn each of the components that lead to inter and intra competitions	**Gymnastics** Counter balances and Counter tensions working individually and then as a part of a team **Health Related Fitness** Children to understand the benefits of regular exercise, showing determination and resilience	**Gymnastics – Flight** Link skills to perform actions and movements using a variety of equipment and resources **Netball** Develop from a skills based approach to being able to play and officiate 5v5 netball games	**Invasion Games Skills** Children will develop tactical problems related to **invasion games** include maintaining possession, attacking and/or defending a goal, winning the ball, etc. **Leadership** Children will develop their roles as a leader and learner to apply to a variety of invasion games learnt throughout their time in school	**Outdoor Adventurous Activity (OAA)** Demonstrate the skills required to complete orienteering tasks **Cricket** Learn to play and officiate the game of cricket and understand the scoring system required across different versions of the game	**Rounders** Children will apply consistent rounders rules in conditioned games and play small sided games using a standard rounders pitch layout **Athletics** Children will develop a range of athletic skills and apply these within inter and intra competitions
RE	**Judaism Key Question - How do Jews remember the Kings and Prophets in worship and life?** Children will learn about the main beliefs of Judaism, Rabbis and Moses	**Christianity** Children will learn about the main beliefs of Christians and some of the different ways in which these are interpreted	**Judaism/Christianity** Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life	**Islam/Christianity** Children learn about what Christians believe about Jesus' death and resurrection. Easter celebration and the story behind it	**Humanism** Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect	**Buddhism** Observe and understand varied examples of religions and other world views so that they can explain, with reasons, their meanings and significance for the choices made by individuals and communities
PSHE	**Physical health and wellbeing** in the media **Feeling good and being me** Self-Belief - *I can do…* **Identity, society and human rights** Children will learn about the rights of the child, refugees and homelessness **D:Side** Social media and staying safe online Drug awareness	**Mental health and emotional wellbeing** Dealing with feelings **Strong emotions** Strong emotions & mental health- *I know what mental health is* **What happens during puberty?** What happens to girls during puberty? What happens to boys during puberty? (Delivered to all). Why is personal hygiene even more important? Why might emotions change?	**Drug, alcohol and tobacco education** Different influences **Friends and Family** Unhealthy friendships &'=` relationships - *I can describe an unhealthy relationship* ***What kind of relationships are there? What is a respectful relationship?***	**Keeping safe and managing risk** When things go wrong **Solving problems** Talking it through - *Restorative justice I can support my friends when things go wrong*	**Identity, society and equality** Saving, spending and budgeting **Being the same/being different** Know actions affect themselves & others - *I know that discrimination can hurt people's feelings* ***Why are families important? Are all families like mine?***	**Relationship and sex education** Growing up and changing **Life changes** Aspirations to manage change positively - *I am seeing changes in a more positive light* **Identity, society and human rights** Children will look back and reflect on the rights of the child, refugees and homelessness
Innovate and enrich	Children will hold a VE party Whitby, Poppy art, Poppy Appeal, Harvest Festival, Bikeability,	Children will hold a fundraising event to raise money for the British Heart Foundation	Invite East Street Arts in to judge a competition within the art project	Children will host a Victorian Parlour tea afternoon	Children will design a human of the future	Year Six art Gallery to showcase all of the artwork from throughout the project and year