



Year 6 Long Term Plan 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Democracy and Identity <i>This is me; this is my voice</i>		Electricity: a force of nature?	Stewardship <i>Can we live healthier lives?</i>	Where would we be without the Golden Age of Islam? <i>Ancient Islamic Civilisation</i>	
Please include hook, visits, enrichment activities	Team building afternoon. E.g. Planks of wood, hula hoops. Year 6 assembly (on the field/via Teams) – This is me: this is my voice. Personal strengths and talent show. Campaigning for the council to put in place better structures to deal with littering. Write letters to the council and to Local MPs. Online gaming e-safety sessions with local PCSO		Fitness day (Outdoors) Healthy fitness launch day Making positive health choices including all aspects of our wellbeing Media Museum – Healthy lifestyle workshops Born in Bradford recent studies: JUMP Smile Study Daily mile initiative 'Walk to school' campaign with the local MP Naz Shah		Websites/images and reading material linked to The Golden Age of Islam Islamic civilisation themed Day. An immersion into Ancient Islamic life. Hook: Ramadan celebrations during the first week back after HT. During the period of reflection that most of pupils go through, consider whether the pupils know about where Islam was founded and what came before. Nell Bank visit -teambuilding Year 6 leavers performances	
English (Include any books/texts to be used)	<u>Picture Books</u> The Arrival The Suitcase Here to Stay <u>Class novels</u> Refugee Boy Shadow – Michael Morpergo Journey to Jo'Burg Benjamin Zephaniah inspired poetry Floella Benjamin poetry Diary of a Suffragette <u>Extracts</u> Non-fiction relating to the environment, campaigning, science First chapters of Boy 87		<u>Class novel</u> The city of Ember <u>Short reads:</u> Frankenstein & Dracula	<u>Class novel</u> Holes <u>Picture Book</u> The heart and the bottle	Tales from the Arabian Nights Ali Baba and the forty thieves. Sinbad the Sailor. Sherazade The 100 Year Old Boy	Golden Horseman of Baghdad. Islamic Civilization Golden Age of Baghdad Ancient Mesopotamia 1001 Islamic Inventions Islamic Civilization – Thirty Lives Lost Islamic History Last Rock – Invasion of the Mongols Newspaper report about the rise and fall of the city of Baghdad.
		Writing Persuasion Campaign to make some change in regard to littering/laws relating to this area.	Writing Description Descriptive write based on the Refugee crisis Diary Refugee experience travelling to the UK	Writing Suspense Suspense story based on 'Francis' Poetry on thunder and lightening	Writing Non-Chronological Report Report on Healthy living	Writing their own traditional tale based on tales from the Arabian Nights
Maths	Place value Statistics Addition & Subtraction		Multiplication & Divisi on Area & Perimeter	FDP	FDP	Geometry Examine the Islamic contributions to maths such as Arabic numerals and Algebra.

<p>Science</p>	<p>Evolution and Fossils</p> <p><u>Concept Development</u> - Characteristics are passed from parents to their offspring - Variation in offspring over time can make animals more or less able to survive in particular environments.</p> <p>How Charles Darwin developed his ideas on evolution</p> <p>Plants All living things can be grouped according to shared observable characteristics - Broad groupings can be subdivided into smaller groups based on their similarities and differences</p> <p>Concepts We can order living things in different groups according to their characteristics</p> <p>To confirm order and a deeper understanding of the living world</p>		<p>Electricity</p> <p>How to construct a simple circuit -To know and can use conventional symbols when drawing a simple circuit - To know electricity output from a cell. Lemon and potato experiments electromagnets Explain reasons for their findings, using appropriate scientific vocabulary - To apply scientific knowledge to solve a practical problem</p> <p>Record findings accurately in a variety of ways and present with accuracy using scientific evidence to support findings, using appropriate, conventional circuit symbols</p> <p>Concepts Altering different elements of the circuit will affect the electrical output e.g. brighter bulb or louder buzzer - Voltage affects the electrical output of a component.</p>	<p>Humans</p> <p>Identify and name the main parts of the human circulatory system, describing the functions of the heart, blood vessels and blood</p> <p>That diet, exercise, drugs and lifestyles impact on the way their body functions</p> <p>Analyse and makes links on the relationship between diet, exercise, drugs, lifestyle, health</p> <p>Provide clear, succinct explanations using scientific knowledge and evidence</p> <p>Concepts Every individual has the choice in how they live their lives and the choices we make can impact our health and well - being and therefore life expectancy</p>	<p>Light</p> <p>To know that light appears to travel in straight lines.</p> <p>To know that objects are seen because they give out or reflect light into the eye. - To know shadows have the same shape as the object that cast them. Make predictions about the behaviour of light (light sources, reflection, shadows) and create investigations to test the theory.</p> <p>Test predictions by planning and executing a scientific enquiry independently using appropriate scientific equipment -Some may investigate colour refraction (rainbows, soap bubbles) or objects looking bent in water.</p> <p>Record findings accurately in a variety of ways and present with accuracy using scientific evidence to support findings.</p> <p>Concepts Light appears to travel in straight lines and blockages cause shadows in the same shape as the object blocking. - It is the object that can be seen that gives out or reflects the light into our eyes.</p>
<p>History</p>	<p>Democracy History of voting. National and Local politics. Focus on British civilisation (with a focus on democracy, contributions to mathematical & scientific thinking, theatre, architecture). The voting history/suffragettes/female empowerment. - Analyse trends over time and explain the trend (why is it a trend and not a series of separate events) (Skill)</p>	<p>Migration to the UK Migration to Bradford. British Empire in India Partition in 1947, creation of Pakistan. 1971 formation of Bangladesh. Creation of NHS 05.07.1948 - Migrant workers and end of WW2 https://www.bbc.co.uk/history/british/modern/partition1947_01.shtml Cyrill Radcliffe https://www.bbc.co.uk/news/av/world-asia-40788079/cyрил-</p>	<p>To know the history of Electricity from early times to present day</p> <p>Analyse and make links between causes and events which affect the history</p> <p>Concept How has electricity changed and adapted over time (old to modern and how has it changed our lives) E.g. telegram to phone to mobiles to smartphones inc the internet (energy efficient)</p>	<p>Knowledge: Early Islamic Civilisation including Baghdad AD900 • Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study. • Selection and organisation of relevant historical information. • Devise historically valid questions about change, cause, similarity and difference, and significance. • Undertake an in-depth study of a non-European society that provides contrasts with British history - early Islamic civilisation. • Create a comparative timeline of events and developments in western Europe and the Islamic world.</p> <p>Skills: Enquiry-based learning through use of a variety of historical sources</p>	

	<p>Concept Continuity between the way we live today and previous civilisations</p>	<p>radcliffe-the-man-who-drew-the-partition-line</p> <p><u>Key figures</u> Nehru – India Gandhi – India Muhammad Ali Jinnah – Pakistan Cyrill Radcliffe – Lawyer who drew up separation lines Last viceroy of India - Lord Mountbatten Mujibur Rahman – Bangladesh</p> <p>Analyse industrial revolution in Bradford and why migration was needed</p> <p>To have an overview of Bradford since and including the industrial revolution. Democratic system in Bradford. Understand the hierarchy system in politics. Migration in Bradford (Maths opportunity-data handling) the tale of the Giraffe's neck -Analyse and make links between causes and events which affect the history of a place – creating own case study/report after a week of research; about migration to the UK</p> <p>Concept Continuity between the way we live today and previous civilizations</p>			<p>Asking and answering historical questions Developing an understanding of chronology Developing the ability to make comparisons across time and place and identify similarities and differences Early Islamic Civilisations including:</p> <ul style="list-style-type: none"> • The significance of Baghdad • The House of Wisdom • Prophet Muhammad and the spread of Islam • The First Four Caliphs • Trade and Power <p>https://www.bbc.com/teach/class-clips-video/history-ks2-baghdad-in-900ad/zjfxpg8</p>
<p>Geography</p>	<p>To know key topographical features of UK compared to a range of other countries (hills mountains, coasts, rivers). To use a range of maps/atlases to locate Bradford and Middle-Eastern countries (refugee). To explain the reasons for similarities and differences in geographical terms using physical & climatic features. Human activity is dependent on physical features & locations (climate). People are dependent on the environment in which they live and so the environment depends on humans looking after it, migration to the UK during India partition.</p> <p>Concepts The world is a bigger place than just the space around them.</p>			<p>Human activity is dependent on physical features & locations (climate). -People are dependent on the environment in which they live and so the environment depends on humans looking after it. (Analysis of local geography fast food outlets – data and statistics)</p> <p>Concepts People are dependent on the environment in</p>	<p>Knowledge: To understand the geographical similarities & differences in the physical & human geography of the UK and the Middle East</p> <p>Skills: To use a range of maps & atlases to locate the middle east /Baghdad -To explain the reasons for similarities and differences in geographical terms using physical & climatic features.</p> <p>Explore Baghdad -How it developed to become The Round City.</p> <p>Human activity is dependent on physical features & locations (climate).</p> <p>Concept</p>

			which they live. (Jump campaign – Born in Bradford)	Human activity is dependent on physical features & locations (climate).
Art & Artist	<p>L.S. Lowry feature artist Record their observations and use them to review and revisit ideas To improve their mastery of art techniques, including drawing, painting with pencil, charcoal and paint. Drawing: charcoal, line and texture. Experiment with shading to create form and texture Research and learn about L.S Lowry and his work. Continuously refer back to artist in history for inspiration and comparison</p>	<p>Night time lightning</p> <p>Focus Artist: Matthew Albanese Lightning and the power of nature</p> <p>https://www.matthewalbanese.com/bio To explore different medium techniques to create the effect of lightning. To express their own perception of the power of lightning. http://www.reyweb.com/famous-paintings-of-lightning/ Colour: Considering colour for purposes, use colour to express mood and feelings, explore the texture of paint, add PVA, consider artists use of colour and application of it. To improve their mastery of art techniques, including wax crayons, paint.</p>	<p>Large scale body sketches Using different media</p> <p>Fruit designs and still drawings</p> <p>Textiles: Able to discriminate between materials Simple stitching – uses a long needle to straight stitches Uses contrasting colours in stitching and weaving. Stitching using various needles to produce more complex patterns</p> <p>Body sketches using different media</p>	<p>Explore Islamic Art</p> <p>Geometric patterns Calligraphy</p> <p>Inspiring calligrapher – Hassan Massoudy- https://issuu.com/daveatrisc/docs/hassan_massoudy_lo Skills: Painting – silk painting, Islamic patterns, illuminated manuscripts Ink – Chinese blossom pictures/ bamboo Batik? Symmetry , Tessellation , Geometric shapes and Repetition Outcome: - to create sketch books to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>
DT	<p>Outdoor project linked to litter/maintaining the environment – the health and wellbeing benefits of being outdoors.</p> <p>Technical drawing.</p> <p>Evaluation of existing products.</p> <p>*lots of maths links to geometry – nets, 3D shapes.</p> <p>Design Use research and generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.</p> <p>Make Select from and use a wider range of tools and equipment select from and use a wider range of materials and components,</p> <p>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Food</p> <p>Celebrating culture and seasonality Healthy and varied diets</p> <p>Understand how key events and individuals in food have helped shape the world. key chefs: Nadiya Begum, Jamie Oliver school lunch healthier meals initiative.</p> <p>Measure accurately and calculate ratios of ingredients to scale up or down from recipe.</p> <p>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Knowledge: Cooking and Nutrition Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking technique Skills: Measure accurately and calculate ratios of ingredients to scale up or down from recipe. Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>Design Use research and develop, model and communicate their ideas through discussion to inform of their planned meals are appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Make</p>	<p>Create a city using inspiration from the architecture of 'The round City' in Baghdad.</p> <p>Design and create 3D models</p>	

			<p>Select from and use a wider range cooking tools, ingredients and equipment according to the requirements of their meal.</p> <p><u>Evaluate</u> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		
PSHE	<p>Teamwork and Growth Mindset</p> <p>Type of learner. Growth mindset. Year 6 responsibilities within school and out in the community. Being a good citizen. Classroom responsibilities. Heritage. Past reflection. Where do I fit in? My personal strengths and talents.</p>	<p>Bullying Restorative justice</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours- Including cyber bullying, use of prejudice based language, how to respond and ask for help.</p>	<p>Conflict and resolution</p> <p>That their actions affect themselves and others.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>Zone of Regulation</p>	<p>Negative thinking with brave thinking</p> <p>What positively and negatively affects their physical, mental and emotional health (including the media)</p>	<p>Year 6 transition process - https://www.bbc.co.uk/bitesize/tags/zh4wy9q/starting-secondary-school/1</p> <p>Aims of the session:</p> <ul style="list-style-type: none"> Identify feelings about moving to the next key stage Explore the impact of school closures on transition Describe the changes that can occur as they move to the next key stage Assess the challenges of transition and strategies to manage these Identify sources of support <p>https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview</p>
RE	<p><u>Why do people need to express their beliefs?</u> UK being an immigrant country, history of this, people arriving. Out of Africa – human migration/mix overtime, mitochondrial, inheritance/evolution. - To use different 1st/2nd hand sources of evidence and identify similarities/differences and read critically and evaluate evidence and apply independently</p> <p>Viewpoints from:</p> <ul style="list-style-type: none"> Islam Christianity Sikhism Judaism Buddhism Hinduism <p>Non-religious viewpoints</p>	<p><u>Forms of expression- How do our beliefs lead us to believe in our god?</u> Linking to learning in Autumn term.</p> <p>-Describe and begin to understand religious and other responses to ultimate and ethical questions.</p> <p>- Describe the variety of practices and ways of life in religions and understand where these stem from, and are clearly connected to, beliefs and teachings.</p> <p>- <i>Reflect on sources of inspiration in their own and others' lives</i></p> <p>- <i>Respond to the challenges of commitment, both in their own lives and within religious traditions, recognising how commitment to religion is shown in a variety of ways.</i></p> <p>Viewpoints from:</p> <ul style="list-style-type: none"> Islam Christianity Sikhism Judaism Buddhism Hinduism <p>Non-religious viewpoints</p>	<p>RE: Big Question - How does what believers do show what they believe?</p> <p>Ramadan Lent Religion in the 9th Century – the spread of Islam, Christianity, etc.</p> <p>Skills:</p> <p>-Interpret the significance and impact of different forms of religious and spiritual expression</p> <p>-explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.</p> <p>-discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to 6 major world faiths.</p> <p>Concepts:</p> <p>-Express ideas and insights about the nature, significance and impact of religions and worldviews;</p> <p>-Develop and use the skills needed to engage with religions and worldviews.</p>		