



Timu Academy Trust: Long Term Plan

Year 6



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Title	The Key to England ! (local study)		Europe and the Battle of Britain	The Mayans	Angry Earth	What is Democracy ?
WOW/ Visit/Visitor	Visit to Dover					Houses of Parliament
Showcase						
Literacy genre and text	Flashback: <i>Kidnapped (Pie Corbett), The Piano (a silent film)</i> Literary Heritage: <i>Just William, Secret Garden, David Copperfield</i>		Historical: <i>War Horse, Carrie's War, Oliver Twist</i>	Different cultures and traditions: <i>Sinbad</i>	Myths and legends: <i>Joan of Arc, Michael Morpurgo, Beddgelert</i>	Modern fiction: <i>Eighteenth Emergency (Betsy Byars), Malorie Blackman, Harry Potter</i>
	Chronological (biography) Persuasion			Non chronological	Recount: <i>Mount Vesuvius</i>	
	Classic: <i>The Works P 505</i>		Figurative language		Types of poems: <i>Tankas, Haiku, Cinquains- The Works p 205</i>	
Science	Living things and their Habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on	Animals including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported	Electricity 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	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 Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.		

	specific characteristics.	within animals, including humans.	<p>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.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>		
Computing	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variable and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>				

	We are adventure gamers	We are computational thinkers	We are advertisers	We are network engineers	We are travel writers	We are publishers
Geography	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers.</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>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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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 UK and the wider world</p>				<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains volcanoes and earthquakes, and the water cycle</p> <p>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</p>	
History	<p>An in depth study of the local area</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Eg. Significant turning point in British History</p>	<p>A non-European society that provides contrasts with British history</p>		<p>A study of a theme in British history that extends pupils' chronological knowledge beyond 1066</p>

Art	<p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>To know about great artists and designers in history</p>				
	<p><i>Landscapes of the local area (pencil, oil, pastel, watercolour)</i></p> <p><i>Textile and wallpaper designer: William Morris</i></p>	<p><i>Recreate images by European artists</i></p> <p><i>images of war</i></p>			<p><i>Oil painting – famous politicians, royalty, peers, lords etc</i></p> <p><i>Famous architecture</i></p>
DT		<p>To understand and apply the principles of a healthy and varied diet</p> <p>To prepare a cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p><i>Wartime food and recipes</i></p>	<p>Use research and develop design criteria to inform the design of functional products that are fit for purpose.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p> <p>Select from and use a wider range of materials and components.</p>		
			<p><i>Make Mayan buildings (incl temple) to form a city</i></p> <p><i>Mayan masks</i></p>	<p><i>Sculpture – volcanoes</i></p> <p><i>Modroc/clay/papier mache/other</i></p> <p><i>Waterproof containers</i></p>	
Music	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand staff and other musical notations</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To use and understand staff and other musical notation</p> <p>To develop an understanding of the history of music</p>				
	<p>Play the ukulele and seasonal songs</p>				
RE	<p><u>Islam</u></p> <p>Theme: Beliefs</p> <p>Key Question: What is the best way for a Muslim to show</p>	<p><u>Christianity</u></p> <p>Theme: Christianity</p> <p>Key Question: How significant is it that Mary was Jesus’</p>	<p><u>Christianity</u></p> <p>Theme: Beliefs and meaning</p> <p>Key Question: Is anything ever</p>	<p><u>Christianity</u></p> <p>Theme: Easter</p> <p>Key Question: Is Christianity still a strong religion 2000</p>	<p><u>Islam</u></p> <p>Theme: Beliefs and Moral values</p> <p>Key Question: Does belief in life after death help Muslims to lead good lives?</p>

	commitment to God?	mother?	eternal?	years after Jesus was on earth?		
PSHE	Me and my feelings	Me and my relationships	Me and keeping safe	Me, medicine and drugs	Me and my healthy lifestyle	Me and making a positive contribution
						Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced