



Year 6 Long Term Planning Overview

Term	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big Question	What was it like to live in Elizabethan times?	Is discovering the world worth the side-effects?	Is conflict ever worth the consequences?	How did World War Two change people's lives?	How has crime and punishment changed over time?	What makes South America a unique location?
Focus Text	Black Powder – Ally Sherrick		The Boy in the Striped Pyjamas – John Boyne		Cogheart – Peter Bunzl	
Supporting Texts	<p>Non-Fiction</p> <p>The Gunpowder Plot Catholics and Protestants Elizabeth I V Mary Stuart An Interview with Ally Sherrick Historical Punishments The Great Plague Plague Remedies The Pope The Hangman's Account Tyburn The Monteagle Letter (SharePoint)</p>	<p>Poetry</p> <p>The Listeners – Walter De La Mere The Raven – Edgar Allan Poe A Smuggler's Song – Rudyard Kipling</p>	<p>Rose Blanche – Ian McEwan A Children's Garden – Michael Foreman Farther – Graeme Baker Smith The Harmonica – Tony Johnston</p>	<p>Non-Fiction</p> <p>Anne Frank's Diary (Extracts) Survivor Stories</p>	<p>Poetry</p> <p>'Granny' (SATS Paper) The Blind Men and The Elephant – Jon Godfrey-Sax Auschwitz – Charles N Whittaker Tale of a Sprinter in the Winter of 1938 (SharePoint)</p>	
Immersive Environment	Elizabethan Castle / Antarctica		Anderson Shelter, Union Jack, Spitfire, Evacuee Suitcase, Letters, Poppies		British Seaside / Memorabilia from different Decades	
CORE SUBJECTS						
English (Talk 4 Writing)	<p>Fiction</p> <p><i>Text:</i> The Tibicena <i>Story Pattern:</i> Defeating the Monster <i>Focus:</i> Suspense Poetry Week <i>Theme:</i> Refuge</p>	<p>Fiction</p> <p><i>Text:</i> Wild Boy <i>Story Pattern:</i> Suspense <i>Focus:</i> Characterisation Non-Fiction <i>Text:</i> Zoos – Educational or Entertainment? <i>Text Type:</i> Discussion</p>	<p>Non-Fiction</p> <p><i>Text:</i> How Do Bees Make Honey? <i>Text Type:</i> Explanation Invention Week <i>Text:</i> Chinese New Year: Chinese Recipes <i>Text Type:</i> Instructions</p>	<p>Fiction</p> <p><i>Text:</i> The Last Starfighter <i>Story Pattern:</i> Portal <i>Focus:</i> Action & Dialogue Shakespeare Week <i>Text:</i> Lady Macbeth's Letters <i>Text Type:</i> Persuasion</p>	<p>Non-Fiction</p> <p><i>Text:</i> Helpful Hero Makes History! <i>Text Type:</i> 3rd Person Recount</p>	<p>Fiction</p> <p><i>Text:</i> The Caravan <i>Story Pattern:</i> Warning Story <i>Focus:</i> Setting Invention Week <i>Text:</i> Paris 2024 Olympics: The Origin of the Olympic Games <i>Text Type:</i> Information</p>
Maths	<p>Number: Place Value Number: Addition, Subtraction, Multiplication and Division Number: Fractions Number: Fractions Measurement: Converting Units</p>		<p>Number: Ratio Number: Algebra Number: Decimals Number: Fractions, Decimals and Percentages Measurement: Area, Perimeter and Volume Statistics</p>		<p>Geometry: Shape Geometry: Position and Direction</p>	
FOUNDATION SUBJECTS						
Science	<p>Animals including Humans (1):</p> <p>Key Questions: What is the circulatory system? How is blood transported in the circulatory system? What are the key components of the blood and why are they important? How are water and nutrients transported through the body?</p> <p>Animals including Humans (2):</p> <p>Key Questions: How does diet affect the body? How does exercise affect the body? How do drugs effect the body?</p> <p>Key Vocabulary:</p>		<p>Electricity:</p> <p>Key Questions: What does electricity make components and appliances do? How does the structure of a circuit affect the components? Does the voltage in a circuit affect the components? What is the most important component when making an alarm?</p>	<p>Light:</p> <p>Key Questions: How does light travel? How do we see the world around us? How do materials reflect in different ways? How does the position of a light source affect a shadow?</p> <p>Key Vocabulary: Beam, Emit, Light, Light Source, Shadow, Translucent,</p>	<p>Evolution and Inheritance:</p> <p>Key Questions: How has the Earth changed over millions of years? Who is Charles Darwin? How do animals change to survive in their habitat? How are plants adapted to survive in their habitat? What is palaeontology? How have humans evolved?</p>	<p>Living Things and their Habitats:</p> <p>Key Questions: What is classification?</p> <p>Key Vocabulary: Biology, Classification, Extinct, Fieldwork, Invalidate, Micro-Organism, Microscope, Mutation, Sample, Species, Taxonomy</p> <p>Scientists and Inventors Link:</p>



	<p>Aorta, Atrium, Artery, Blood, Blood Vessels, Capillary, Carbon Dioxide, Deoxygenated Blood, Drugs, Nutrients, Oxygenated Blood, Oxygen, Vein, Ventricle</p> <p>Scientists and Inventors Link: William Harvey</p>	<p>Key Vocabulary: Appliance (electrical), Cell, Component, Current, Electrons, Filament, Function, Parallel Circuit, Resistance, Series Circuit, Voltage</p> <p>Book Link: The Story of the Second World War for Children</p> <p>Scientists and Inventors Link: Alessandro Volta</p>	<p>Transparent, Visible</p> <p>Book Link: The Story of the Second World War for Children</p> <p>Scientists and Inventors Link: Alhazen</p>	<p>What can living things inherit from their parents? What is classification?</p> <p>Key Vocabulary: Adaptation, Characteristics, DNA, Evolution, Extinct, Inheritance, Mutation, Natural Selection, Palaeontologist</p> <p>Book Link: On The Origin of Species</p> <p>Scientists and Inventors Link: Charles Darwin Jack Horner</p>	<p>Carl Linnaeus</p>
<p>History</p>	<p>The Elizabethans: All Banquets and Fun?</p> <p>NC Links: <i>The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Enquiry Questions: What do we understand by Elizabethan times? What does Elizabeth's visit to Kenilworth Castle tell us? Elizabethan times: How safe was it? Does the story of Sir Francis Drake tell us all we need to know about the Tudor World? Beyond Elizabeth's Court? What was it like to live in Elizabethan times?</p> <p>Key Vocabulary: Monarch, Protestant, Catholic, Court</p>		<p>World War II: Whose War?</p> <p>NC Links: <i>The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p>Enquiry Questions: What conflicts came before World War II? What happened at the end of the First World War? Why did World War II begin? Which countries contributed to World War II? How significant was the Battle of Britain?</p> <p>How significant was the Blitz?</p> <p>What happened to children in the British Home Front? What was the impact of men and women in the British Home Front? How has World War II affected modern Britain? What was the impact of the holocaust?</p> <p>World War 2: Whose War?</p> <p>Key Vocabulary: War, Society, Adolf Hitler, The Battle of Britain, The Blitz, Treaty of Versailles, Winston Churchill, Neville Chamberlain, Propaganda, Holocaust, RAF, Luftwaffe, Radar, Dunkirk, Allegiance, Dictatorship, Discrimination, Evacuation, Motive</p>	<p>Crime and Punishment: How has crime and punishment changed over time?</p> <p>Enquiry Questions: What do we mean by crime and punishment and what have been some of its main features over time? What have been some of the main changes over time to the types of crimes committed? How and why have punishments changed over time? How have crimes been investigated over time? How have our views about crime changed over time? How realistic are stories about crime and punishment in the past? Over time, which main types of crime have been the most worrying?</p> <p>Key Vocabulary: Crime, Punishment, Law Enforcement, Police, Law, Court, Jail, Prison, Sentence, Witch, Highwaymen, Robbery, Theft, Stocks, Slave,</p>	



					Sympathy, Magna Carta, Scolds, Nuisances	
Geography	<p>Climate Zones and Biomes of Antarctica (Non-European Country): <i>Human-Environment Interaction: Regions</i></p> <p>Key Questions: How do places differ? How do map symbols help us make deductions about Antarctica? Is there a relationship between climate zones and time zones? What are the features of Antarctica's biome? How do these pose challenges? What is a research station and how do they affect Antarctica? What impact are humans having on Antarctica? Is the human impact on Antarctica worth it? Is discovering the world worth the side effects?</p> <p>Key Vocabulary: Antarctic Circle, Artic Circle, Climate, Glacier, Global Warming, North Pole, Prime Meridian, Science Station, Time Zone, Tropic of Cancer, Tropic of Capricorn, Human Intervention</p> <p>Book Link: Shackleton's Journey</p> <p>Significant Individuals: Ernest Shackleton</p>				<p>Contrasting Location of South America – Trade Links and Distribution of Natural Resources: <i>Trade, Regions, Human-Environment Interaction</i></p> <p>Key Questions: Where are the Americas? What are the environmental regions of South America? How do the environmental regions determine the resources South America produces and trade around the world? What are the primary, secondary, and tertiary processes of a supply chain? How does trade in South America compare to our local area and the UK? What is a marine biome? What are mangroves and where are they located in South America? How are humans having an impact on marine biomes? What makes South America a unique location?</p> <p>Key Vocabulary: Mangroves, Marine Biologist, Marine Biome, Economy, Export, Global Warming, Human Intervention, Import, Industry, Supply Chain, Time Zone, Trade, Economic Map</p> <p>Significant Individuals: Sylvia Earle</p>	
RE	<p>Wisdom and Authority <i>What can we learn by reflecting on words of wisdom from religions and worldviews?</i> Understand two selected texts from the Bible and the Torah and consider the value of holy writings to Christians and Jewish people.</p> <p>Learn about two contemporary examples of members of the Jewish and Christian community who are seeking to live out these texts and values.</p> <p>Apply ideas of 'words of wisdom' for themselves, selecting examples and explaining them.</p> <p>(Christianity, Judaism)</p>	<p>Beliefs and Moral Values <i>Does belief in Akhirah (life after death) help Muslims lead good lives?</i> Learn about Akhirah and Yawm al-din, understanding in depth about these terms.</p> <p>Learn about how the way Muslims act on Earth, determines if they enter Jannah or Jahannam and debate what would be considered a 'good deed' or a 'bad deed'.</p> <p>Learn about the five pillars of Islam in depth and how these can contribute to eternal life after death.</p> <p>(Islam) <i>Learn a dance to celebrate Diwali</i> <i>Celebrate Christingle</i></p>	<p>Beliefs in Action in the World <i>How do religions and beliefs respond to global issues of human rights, fairness, social justice, and the importance of the environment?</i> Learn about spiritual concepts of justice, fairness, compassion and responsibility.</p> <p>Learn about Christian Aid, Islamic Relief, and Save the Children by gathering, weighing up, and using information through simple research.</p> <p>Explain their own ideas about the work of these charities and explain similarities and differences between the three global charities.</p>	<p>Beliefs in Action in the World <i>What was the Kindertransport and how can we be Upstanders today?</i> Learn about pre-war Jewish life and the impact of persecution and discrimination on Jewish people living in Germany in the 1930s.</p> <p>Learn about the Kindertransport and the importance of providing refuge to people who are persecuted for who they are.</p> <p>Learn about the work of the National Holocaust Centre and Museum as a place of remembrance in the UK through visiting the Holocaust Centre.</p>	<p>Beliefs in Action in the World <i>How are religious and spiritual thoughts and beliefs expressed in arts and architecture?</i> Learn about the key parts of a cathedral, church, mandir and synagogue.</p> <p>Learn about the key parts of a cathedral and connect features of the Southwell Minster to religious beliefs, teachings, practices and ways of living.</p> <p>Identify similarities and differences between the three places of worship.</p> <p>(Christianity, Hinduism, Judaism) <i>Visit Southwell Minster</i></p>	<p>Religion, Worldviews, Family and Community <i>How can we make Nottinghamshire a county of tolerance and respect?</i> Learn about statistics of the world religion in Worksop, Nottinghamshire, the U.K. and the world.</p> <p>Learn about the following inter-faith co-operations: Nottinghamshire Inter Faith Council, Sheffield Local Branch of the Council of Christians and Jews, The Interfaith Network for the United Kingdom.</p> <p>Explain what matters about peace, respect and</p>



	<p>Key Concepts and Words: Religion, moral codes, Ten commandments, Letters of Saint Paul, Trinity, incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist</p>	<p>Key Concepts and Words: Muslim, Jannah, Jahannam, Islam, five pillars, eternal, death</p>	<p>(Christianity, Hinduism, Humanism)</p> <p>Key Concepts and Words: Religion, atheist, agnostic, charity, ahimsa, Ummah, agape, justice, faith</p>	<p>(Judaism) <i>Visit the Holocaust Centre</i></p> <p>Key Concepts and Words: Religion, harmony, respect, persecution, prejudice, Shalom, remembrance, bystander, upstander</p>	<p>Key Concepts and Words: Religion, Muslim, Hindu, Christian, Humanist, spiritual, Golden Rule, charity, karma, dharma, Ummah, place of worship, devotion, community, commitment</p>	<p>harmony to themselves and in the community.</p> <p>(Buddhism, Christianity, Hinduism, Sikhism)</p> <p>Key Concepts and Words: Religion, inter-faith, harmony, tolerance, respect, moral values, religious plurality</p>
Art & Design		<p>Artist Focus: George Edward Marston</p> <p>Painting: What techniques did George Edward Marston use to depict the landscape of Antarctica? How can watercolours be used to create different tones, textures, and moods? How can different paintbrushes create detail and shadow? How can we take inspiration from George Edward Marston to create a landscape painting of Antarctica?</p> <p>Key Vocabulary: Ambient Light, Casting, Compositions, Contrast, Focal Point, Intensity, Landscape, Occlusion Shadow, Penumbra, Perspective, Tone, Wash, Watercolour</p> <p>Book Link: Shackleton's Journey</p>			<p>Artist Focus: Henri Rousseau</p> <p>Drawing: What is Henri Rousseau's artistic style and what inspired his paintings? His is perspective created? What drawing techniques can we use to create texture? How can we draw a composition from imagination in the style of Henri Rousseau?</p> <p>Key Vocabulary: Composition, Contour Line, Depth, Focal Point, Hatching, Horizon, Light Source, Line, Movement, Perspective, Scumbling, Stippling, Tonal Gradient, Vanishing Point</p> <p>Book Link: On the Origin of Species</p>	
DT			<p>Electrical Components and Computer-Aided Modelling – Air Raid Sirens:</p> <p>Key Questions: How have changes in computing technology affected the world? How do designers draw to scale? How can computers control a product? How can electrical components in a product be designed to meet the specific needs of an intended user? How can the functionality of electrical components be improved? How can we design a modern alert system and draw it to scale?</p> <p>Key Vocabulary: Bulb, Buzzer, Cell, Circuit, Components, Drawn to Scale, Functionality, Series</p>			<p>Cooking and Nutrition – A Nutritious Meal:</p> <p>Key Questions: How does seasonality affect our food choices? Why do we source our food from so many different countries? How does nutritional content affect our food choices? Where do eggs come from?</p>



			<p>Circuit, Switch, Voltage, Wires, CAM, Coding, Input, Output, Sprite</p> <p>Significant Individuals: Sir Tim Berners-Lee</p>		<p>How can we adapt recipes to suit our lifestyle? How can we safely prepare a nutritious meal?</p> <p>Key Vocabulary: Cage-Reared, Cross-Contamination, Dice, Free-Range, Imported, Importation, Nutrient, Processed, Production, Reared, Seasonality, Slice, Sustainability</p> <p>Significant Individuals: Rachel Green</p>	
Music	<p>Music Lessons: Sing a given part, including harmony. Perform with expression and dynamics. Play a song with different sections. Learn to play traditional African djembe rhythms. Respond to drum breaks and calls. Transition to fills and different sections of a rhythm. Create own fills.</p>		<p>Music Lessons: Develop ideas around a song theme. Write lyrics to a verse and chorus, thinking about poetic devices. Create own chord structure. Write instrumental parts to a song. Learn how to set up a project in Band Lab. Combine loops to program drums. Add more instruments in Band Lab. Add effects in Band Lab.</p>		<p>Music Lessons – School Production: Performing songs. Responding to timings. Playing a variety of instruments.</p>	
Computing	<p>Computer Systems and Networks <i>Communication and Collaboration</i> Explain the importance of internet addresses. Recognise how data is transferred across the internet. Explain how sharing information online can help people to work together. Evaluate different ways of working together online. Recognise how we communicate using technology. Evaluate different methods of online communication.</p>	<p>Creating Media <i>Webpage Creation</i> Review an existing website and consider its structure. Plan the features of a web page. Consider the ownership and use of images (copyright). Recognise the need to preview pages. Outline the need for a navigation path. Recognise the implications of linking to content owned by other people.</p>	<p>Programming <i>Variables in Games</i> Define a 'variable' as something that is changing. Explain why a variable is used in a program. Choose how to improve a game by using variables. Design a project that builds on a given example. Use a design to create a project. Evaluate a project.</p>	<p>Data and Information <i>Introduction to Spreadsheets</i> Create a data set in a spreadsheet. Build a data set in a spreadsheet. Explain that formulas can be used to produce calculated data. Apply formulas to data. Create a spreadsheet to plan an event. Choose suitable ways to present data.</p>	<p>Creating Media <i>3D Modelling</i> Recognise that a computer can work in three dimensions. Identify that digital 3D objects can be modified. Recognise that objects can be combined in a 3D model. Create a 3D model for a given purpose. Plan a 3D model. Create a digital 3D model.</p>	<p>Programming <i>Sensing</i> Create a program to run a controllable device. Explain that selection can control the flow of a program. Update a variable with a user input. Use a conditional statement to compare a variable to a value. Design a project that uses inputs and outputs on a controllable device. Develop a program to use inputs and outputs on a controllable device.</p>
French	<p>Teaching Unit: Phonics Lesson 4 / The Tudors Speaking, Listening, Reading, and Writing New Vocabulary: Reading longer passages within a text Use of a bilingual dictionary Deciphering skills Links to Previous Learning: Colour vocabulary Numbers to 20 Grammar: Cognates Faux amis Adjectives and agreements Connectives</p>		<p>Teaching Unit: At the Tearoom / Numbers 1-100 New Vocabulary: Questions with est – ce que Twelve typical foods and drinks The bill Conjugation of regular verbs – present tense (er, ir, re) Links to Previous Learning: Numbers 1-60 Grammar: Articles Subject pronouns Some knowledge about verbs conjugation</p>		<p>Teaching Unit: Olympics / My Weekend New Vocabulary: 10 sports and determiners Associated nouns. Il fait... / Il est... Partitive article with faire Listening / reading longer passages for decoding skills. Paris 10 activities with associated regular or irregular verb – present tense, first person Telling the time Links to Previous Learning:</p>	



	<p>Cultural Focus / Stories and Songs: Cross-Curricular Link: History</p>		<p>Je voudrais... Hello / Please / Thank You Introduction to the role play element of languages Cultural Focus / Stories and Songs: Bistrot Pierre</p>		<p>Some sports – cognates/near cognates for decoding Faux amis! Partitive from food Colours Numbers Places in town – piscine, patinoire etc. Connectives et mais Grammar: Third person irregular verbs in present tense etre and faire Partitive – du, de, la and des Personal pronouns Present tense verbs – some irregular Comme d’habitude Cultural Focus / Stories and Songs: Olympic coverage Luc and Sophie Take 10 Songs</p>	
PE	<p>Sports Leaders: To examine what makes a good leader. To examine how to deliver a game to others. To consider how to give clear instructions. To consider how to set up games for others. To examine how to use equipment effectively. To begin to lead a range of small group activities.</p>	<p>Hockey: To consider the strategies that can be used as a defender. To examine how to perform a push pass. To examine how to receive a ball with control. To consider why it is important to move into a space when attacking. To examine how and when a block tackle should be used. To examine what happens if a player makes an error.</p>	<p>Pop-Lacrosse: To examine how to scoop and cradle. To examine how to throw and catch a lacrosse ball. To develop individual possession in pop-lacrosse. To develop team attacking in pop-lacrosse. To develop tactics for team defending. To begin to play pop-lacrosse matches.</p>	<p>Cricket: To develop front-foot shots. To develop backfoot shots. To develop overarm bowling. To begin to examine spin bowling. To develop fielding techniques. To examine how to play Kwik cricket.</p>	<p>Athletics: To examine how to crouch start. To develop the hurling technique. To enhance the change of a baton when relay racing. To perform a range of jumps for distance and height. To enhance the technique of throwing the javelin and shot put. To enhance the technique of throwing the discus and the hammer.</p>	<p>Volleyball: To examine catching in ‘set’ and consider why is it important. To examine the purpose of the set shot. To examine when to use a dig. To examine what makes a successful rally. To examine what makes a successful serve. To consider different tactics to win a game.</p>
PSHE / SRE	<p>Feeling and Emotions - Worry Recognise our thoughts, feelings, and emotions. Identify how we can reduce our feeling of worry. Explain how we can support others who feel worried. Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people. Growing and Changing - Conception Explain the terms ‘conception’ and ‘reproduction’. Describe the function of the male and female reproductive systems. Identify the various ways adults can have a child. Explain various stages of pregnancy. Identify the laws around consent. Being Responsible - Stealing Explain what consent means. Recognise the importance of being honest and not stealing. Explain why it is important to have a trusting relationship between friends and family. Identify how making some choices can impact others’ lives in a negative way.</p>		<p>Keeping / Staying Safe - Water Safety Identify a range of danger signs. Develop and name strategies that can help keep ourselves and others safe. Recognise the impact and possible consequences of an accident or incident. Keeping / Staying Healthy - Alcohol Identify what is a risky choice. Identify the risks associated with alcohol. Describe how alcohol can affect your immediate and future health. Develop and recognise skills and strategies to keep safe. A World Without Judgement - British Values Understand that there are wide range of religions and beliefs in the UK. Explain each of the British values. Create a range of values for your educational setting. Explain how all religions can live in cohesion.</p>		<p>JIGSAW PSHE Summer Term 1: Celebrating Difference I understand that there are different perceptions about what normal means. I understand how being different could affect someone’s life. I can explain some of the ways in which one person or a group can have power over another. I know some of the reasons why people use bullying behaviours. I can give examples of people with disabilities who lead amazing lives. I can explain ways in which difference can be a source of conflict and a cause for celebration. Summer Term 2: Relationships I know that it is important to take care of my mental health. I know how to take care of my mental health. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. I recognise when people are trying to gain power or control. I can judge whether something online is safe and helpful for me.</p>	



			I can use technology positively and safely to communicate with my friends and family.			
WIDER OPPORTUNITIES						
SMSC / British Values	Election Day! – Voting for Team Champions School Council Elections Harvest Festival Black History Month World Space Week	Bonfire Night Remembrance Anti-Bullying Week Diwali Inter-Faith Week Road Safety Week Odd Socks Day Children in Need Christingle Hanukkah Christmas	New Year World Religion Day Chinese New Year LGBT+ History Month Children’s Mental Health Week Safer Internet Day Valentine’s Day	Pancake Day Lent World Book Day British Science Week Red Nose Day Comic Relief Ramadan Easter	Local and Community History Month Mental Health Awareness Week World Bee Day	Pride Month World Environment Day Healthy Eating Week Water Safety Week World Refugee Day Sports Day Transition Month
Transition	Focus Text: The Boy Who Was Always Late – John Patrick Norman McHennessy. Getting to Know You Week – Autumn Term 1 – Week 1					
Linked Trips			Kingswood – Year 6 Residential	The Holocaust Centre – History Link	The National Justice Museum – History Link	