

**Year 6**

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
<b>Industrial Revolution</b>	<b>Climate Change</b>	<b>The British Empire</b>	<b>Flooding</b>	<b>Britain's National Parks</b>	<b>Battle of Britain</b>

Science - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ 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

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

Geography -

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- 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

**Geography 187**

- 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><u>History</u> – Industrial Revolution enquiry Why were working rights introduced the 1830s?</p>	<p><u>Science</u> – inheritance and evolution recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>	<p><u>History</u> – British Empire enquiry Why did Britain once rule the largest empire the world has ever seen?</p>	<p><u>Science</u> – Light recognise that light appears to travel in straight lines</p>	<p><u>Science</u> – 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</p>	<p><u>History</u> – WW2 Battle of Britain enquiry Why was winning the Battle of Britain in 1940 so important?</p>
<p><u>Science</u> – 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</p>	<ul style="list-style-type: none"> <li>▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<p><u>PE</u> – Val Sabin Athletics Unit 2</p>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ give reasons for classifying plants and animals based on specific characteristics</li> </ul>	<ul style="list-style-type: none"> <li>▪ related to home front, home guard, life in wartime Britain, etc.</li> </ul>
<p><u>PE</u> – Gym Take part in outdoor and adventurous activity challenges both individually and within a team Develop flexibility, strength, technique, control and balance [for example,</p>	<p><u>Geography</u>- How is climate change affecting the world?</p> <ul style="list-style-type: none"> <li>▪ Identify features of climate change</li> <li>▪ Looking at case studies</li> <li>▪ Comparing the Climate and Weather in UK and</li> </ul>	<p><u>PSHE</u> – Dreams and Goals (see Jigsaw SoW)</p>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p><u>Geography</u> – Who are Britain's National Parks for?</p> <ul style="list-style-type: none"> <li>▪ Exploring Britain's National Parks.</li> </ul>	<p><u>Science</u> – 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</p>
		<p><u>ICT</u> – We Are Market Researchers (see Switched On SoW)</p>	<p><u>Geography</u> – What is being done to help those affected by floods?</p>	<p><u>PE</u> –Val Sabin Athletics Unit 1</p> <p><u>PSHE</u> – Relationships (see Jigsaw SoW)</p>	<ul style="list-style-type: none"> <li>▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> </ul>
		<p><u>Music</u> – Djembe Drumming WCIT</p>	<ul style="list-style-type: none"> <li>▪ Identify features of a floods</li> <li>▪ What happens when a river floods</li> <li>▪ Why are dams important</li> </ul>	<p><u>ICT</u> – We Are App Developers (see Switched On SoW)</p>	<ul style="list-style-type: none"> <li>▪ describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>
		<p><u>Art</u> – Printing Looking at the Victorian artwork including the work of William Morris, designing and printing own wallpaper designs)</p>		<p><u>Art</u> – Graffiti (the work of Banksy). Creating sketches, designing stencils</p>	<p><u>PE</u> – Striking and Fielding Games (Val Sabin Unit 3)</p>
		<ul style="list-style-type: none"> <li>▪ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ to improve their mastery of art and design techniques, including drawing, painting</li> </ul>			<p><u>PE</u> – Striking and Fielding Games (Val Sabin Unit 3)</p>
					<p>Rounders Use running, jumping,</p>

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<p>through athletics and gymnastics]</p> <p><u>PSHE</u> – Being Me in the World (see Jigsaw SoW)</p> <p><u>ICT</u> – We Are App Planners (see Switched On SoW)</p> <p><u>DT</u> – Isambard Kingdom Brunel (architecture) – building bridges (see Projects on a Page)</p> <p><u>DESIGN:</u></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</li> </ul> <p><u>MAKE:</u></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities</li> </ul>	<p>Lilongwe (Malawi)</p> <ul style="list-style-type: none"> <li>Understanding ways to managing climate change</li> </ul> <p><u>PE</u> – Invasion (Val Sabin Games Unit 1) Hockey</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength</li> </ul> <p><u>PSHE</u> – Celebrating Difference (see Jigsaw SoW)</p> <p><u>ICT</u> – We Are Project Managers (see Switched On SoW)</p> <p><u>DT</u> – Middle Eastern Cuisine</p> <p>Understand and apply the principles of a healthy and varied diet</p> <ul style="list-style-type: none"> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><u>Music</u> – Djembe drumming (WCIT)</p>	<p>and sculpture with a range of materials [pencil, fine line felt tips]</p> <p><u>RE</u> – What are the deeper meanings of Hindu festivals? (see Leicester Agreed Syllabus)</p> <p><u>MFL</u> – Ma Vie (See subject leader's SoW)</p> <p><u>DT</u> – Incorporating mechanical systems to power fairground rides</p> <p><u>DESIGN:</u></p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional, pattern pieces and computer-aided design</li> </ul> <p><u>MAKE:</u></p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, according to their functional</li> </ul>	<ul style="list-style-type: none"> <li>Is climate change a contributing factor to flooding</li> <li>Case study - Lynmouth</li> </ul> <p><u>PE</u> – Val Sabin Dance Unit 1</p> <p><u>PSHE</u> – Healthy Me (see Jigsaw SoW)</p> <p><u>ICT</u> – We Are Interface Designers (see Switched On SoW)</p> <p><u>Music</u> – Technology structure and form (see LSMS SoW)</p> <p><u>Art</u> – taught through other subjects</p> <p><u>RE</u> – What can we learn from temptation? (see Leicester Agreed Syllabus)</p> <p><u>MFL</u> – Miam (See subject leader's SoW)</p>	<p>(templates) and using paint (spray paint) to create final piece.</p> <p>Focus on pencil sketching, paint and using craft knives</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, paint, craft knives]</li> <li>about great artists, architects and designers in history</li> </ul> <p><u>RE</u> – Can religion help to build a fairer world? (see Leicester Agreed Syllabus)</p> <p><u>MFL</u> – Le Monde (See subject leader's SoW)</p> <p><u>Music</u> – Technology structure and form (see LSMS SoW)</p>	<p>throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> <li>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> </ul> <p><u>PSHE</u> – Changing Me (see Jigsaw SoW)</p> <p><u>ICT</u> – We Are Marketers (see Switched On SoW)</p> <p><u>RE</u> – Can religion help to build a fairer world? (see Leicester Agreed Syllabus)</p> <p><u>MFL</u> – On Finit! (See subject leader's SoW)</p> <p><u>Music</u> – End of year performance (see LSMS SoW)</p>

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<p><u>EVALUATE:</u></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>TECHNICAL KNOWLEDGE:</u></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p><u>Music – Djembe Drumming</u> WCIT</p> <p><u>Art – How did LS Lowry capture the industrial revolution?</u> Focus on pencil sketching, charcoal and watercolour</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, charcoal, paint]</li> <li>about great artists, architects and designers in history</li> </ul>	<p><u>Art – Taught through other subjects</u></p> <p><u>RE – What does it mean to be a Muslim? Visit a mosque</u> (see Leicester Agree Syllabus)</p> <p><u>MFL – La Fete</u> (See subject leader's SoW)</p>	<p>properties and aesthetic qualities</p> <p><u>EVALUATE:</u></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul> <p><u>TECHNICAL KNOWLEDGE:</u></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products</li> </ul>			

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<u>RE</u> – What does it mean to be a Muslim? Visit a mosque (see Leicester Agreed Syllabus) <u>MFL</u> – Moi-Meme (See subject leader's SoW)										
Science	DT	ICT	History	Geography	Art	Music	PE	PSHE	RE	French