

Year 6					
Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Industrial Revolution	Climate Change	The British Empire	Flooding	Britain's National Parks	WWII
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.					
History – Industrial Revolution enquiry Why were working rights introduced the 1830s? Science – 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 PE – Athletics PSHE – Being Me in the World (see Jigsaw SoW) Computing – Communication and collaboration	Science – 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 ▪ 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 Geography- How is climate change affecting the world? ▪ Identify features of climate change ▪ Looking at case studies	History – British Empire enquiry Why did Britain once rule the largest empire the world has ever seen? 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 specific characteristics PE – Dance PSHE – Dreams and Goals (see Jigsaw SoW) Computing – Variables in games Connected World –Privacy and Security	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 Geography – What is being done to help those affected by floods? ▪ Identify features of a floods ▪ What happens when a river floods	Science – 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 within animals, including humans Geography – Who are Britain's National Parks for? ▪ Exploring Britain's National Parks. PE –Gymnastics PSHE – Relationships (see Jigsaw SoW) Computing – 3D modelling Connected World – Health, Well-being and Lifestyle	History – WWII The events before, during and after WWII 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 within animals, including humans PE – Rounders PSHE – Changing Me (see Jigsaw SoW) Computing – Sensing movement Connected World – Online Relationships RE – Consolidate learning

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<u>Connected World</u> – Online Reputation <u>DT</u> – Isambard Kingdom Brunel (architecture) – building bridges (see Projects on a Page) <u>DESIGN:</u> - 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes <u>MAKE:</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities <u>EVALUATE:</u> - investigate and analyse a range of existing products	- Comparing the Climate and Weather in UK and Lilongwe (Malawi) - Understanding ways to managing climate change Locational knowledge - 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. - 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. Place knowledge - Understand geographical similarities and	<u>Music</u> – LSMS SoW Year 6 – 20th Century Music (year A) Technology, Structure & Form (year B) <u>Art</u> – Printing Looking at the Victorian artwork including the work of William Morris, designing and printing own wallpaper designs) - 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 [pencil, fine line felt tips] <u>RE</u> – How do people choose between right and wrong?/ What do people believe about caring for the world and others? <u>MFL</u> – Ma Vie (See subject leader's SoW) <u>DT</u> – Incorporating mechanical systems to power fairground rides <u>DESIGN:</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for	- Why are dams important - Is climate change a contributing factor to flooding - Case study - Lynmouth <u>PE</u> – Volleyball <u>PSHE</u> – Healthy Me (see Jigsaw SoW) <u>Computing</u> – Introduction to spreadsheets <u>Connected World</u> – Managing Online Information <u>Music</u> – LSMS SoW Year 6 – 20th Century Music (year A) Technology, Structure & Form (year B) <u>Art</u> – taught through other subjects <u>RE</u> – What do people believe about caring for the world and others?/What do people believe about caring for the world and others? <u>MFL</u> – Miam (See subject leader's SoW)	<u>Art</u> – Graffiti (the work of Banksy). Creating sketches, designing stencils (templates) and using paint (spray paint) to create final piece. Focus on pencil sketching, paint and using craft knives - 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 [pencil, paint, craft knives] - about great artists, architects and designers in history <u>RE</u> – What do people believe about peace? /Consolidate learning <u>MFL</u> – Le Monde (See subject leader's SoW) <u>Music</u> – LSMS SoW Year 6 – 20th Century Music (year A) Technology, Structure & Form (year B)	<u>MFL</u> – On Finit! (See subject leader's SoW) <u>Music</u> - LSMS SoW Year 6 – Voice <u>End of Year Performance</u>

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- 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 <u>TECHNICAL KNOWLEDGE:</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures <u>Music</u> – LSMS SoW Year 6 – Pulse (year A) Rhythm (year B) <u>Art</u> – How did LS Lowry capture the industrial revolution? Focus on pencil sketching, charcoal and watercolour - 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 [pencil, charcoal, paint] - about great artists, architects and designers in history <u>RE</u> – How do people know	differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America. Human and physical geography Describe and understand key aspects of: - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - 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. <u>PE</u> – Netball <u>PSHE</u> – Celebrating Difference (see Jigsaw SoW) <u>Computing</u> – Website creation <u>Connected World</u> - Self-Image and identity <u>DT</u> – Middle Eastern Cuisine	purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional, pattern pieces and computer-aided design <u>MAKE:</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities <u>EVALUATE:</u> - 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 <u>TECHNICAL KNOWLEDGE:</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their			

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who or what to believe? /What do people believe about the existence of God? <u>MFL</u>– Moi-Meme (See subject leader’s SoW)		Understand and apply the principles of a healthy and varied diet		products [for example, gears, pulleys, cams, levers and linkages]						
		▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products						
		<u>Music</u> – LSMS SoW Year 6 – Pulse (year A) Rhythm (year B)								
		<u>Art</u> – Taught through other subjects								
		<u>RE</u> – What do people believe about the existence of God? /What do people believe about good, evil and suffering?								
<u>MFL</u> – La Fete (See subject leader’s SoW)										
Science	DT	ICT	History	Geography	Art	Music	PE	PSHE	RE	French