

KS2 Long Term Planner - Year 6

	Topic 1	Topic 2	Topic 3	Topic 4
	A Child's Life In Wartime: What Was Life Like For Children In The War? (1 term)	Why Do People Visit The Mediterranean?	Raging Rivers!	What Did The Greeks Do For Us?
Key Learning for CCW children	<p>Evacuees were sent to Tottington and came to our school - log book. V1 rocket (aka doodlebug) destroyed a row of cottages on Chapel Street in Tottington. 6 people died; 3 ft crater. Plaque on the wall. (BBC news report). Remembrance Sunday and cenotaph - where and why are poppies left? Link with Tolerance.</p>	<p>Comparison of the weather/climate in Bury and Sorrento in Italy and exploration of the reasons why - discussion re location of the Equator, Tropics etc. Comparison of Bury and Sorrento and Manchester and Rome. Exploration of maps on different scales.</p>	<p>Exploration of local rivers including River Irwell (link with What Makes Manchester Great?). Exploration and understanding of river features and subject specific vocab (eg source, mouth, meander). Understanding of The Water Cycle.</p>	<p>Why do we study the Greeks - legacy: democracy, language, philosophy. Battle of Marathon and the modern marathon to commemorate Pheidippides' run. Fact or fiction - research into Greek gods and myths.</p>
Science, Music, RE, Computing- See separate curriculum overview				
History	<p><u>Year 6 Areas of study</u> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (WWI and WWII). <u>K and U of events, people and changes in the past</u></p>		<p><u>K and U of events, people and changes in the past</u></p> <ul style="list-style-type: none"> • Choose reliable sources of information to find out about the past. • Give reasons why changes may have occurred, backed up by evidence. EG 	<p>Year 6 Areas of study The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Greece. K and U of events, people and changes in the past</p>

	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today eg remembrance, changing role of women. <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. 		<p>canals and different uses of waterways from trade and commerce to leisure.</p> <ul style="list-style-type: none"> Describe how some of the things studied from the past affect/influence life today eg use of canals. 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Manchester Museum visit. <p>Choose reliable sources of evidence.</p> <ul style="list-style-type: none"> to answer questions, realising that there is often not a single answer to historical questions.
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	<p>Investigate own lines of enquiry by posing questions to answer.</p> <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Order significant events, movements and dates on a timeline. • Identify and compare changes within and across different periods. EG changing role of women, WW1 - trench warfare and WW2 Blitz <p>Understand how some historical events occurred concurrently in different locations</p> <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Evaluate evidence to choose the most reliable forms. • Know that people both in the past have a point of view and that this can affect interpretation eg allies and axis powers, Nazis and Anne Frank. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. <p><u>Organisation and communication</u></p>			<p>Investigate own lines of enquiry by posing questions to answer.</p> <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Order significant events, movements and dates on a timeline. • Identify and compare changes within and across different periods. <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Evaluate evidence to choose the most reliable forms. • Know that people both in the past have a point of view and that this can affect interpretation. • Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. <p>Plan and present a self-directed project or</p>
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	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. <p>Plan and present a self-directed project or research about the studied period.</p>			research about the studied period.
Geography	<p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries.</p> <p><u>Locational knowledge</u> Locate the world's countries, using maps to focus on Europe including the location of Russia eg countries invaded by Germany during WW2 and which countries were involved in both Wars & on which sides.</p> <p><u>Locational knowledge</u> Name and locate counties and cities of the United Kingdom, eg follow the journeys of evacuees within the UK; know which cities received brunt of German bombing.</p>	<p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4 and 6-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.</p> <p><u>Human and physical geography</u> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Locate the largest urban areas on a map and use geographical symbols eg contours to identify flat and hilly parts.</p> <p>Ask geographical questions eg what is this landscape like? What is life like there?</p>	<p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries, cities and rivers and describe features studied. Locate and identify some of the major rivers of the world. Make sure we include a variety of GB rivers and world rivers.</p> <p>Use the language of rivers eg erosion, deposition, transportation, meanders.</p> <p>Investigate how rivers have changed over time due to erosion.</p> <p>Explore a river's journey from source to mouth.</p> <p>Compare how river use has changed over time and research the impact on trade in history.</p> <p>Research and discuss how water affects the environment, settlement,</p>	<p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate Greece and describe features studied ie mountainous and hot which led to the development of independent polis.</p> <p>Human and physical geography Describe and understand key aspects of physical geography, including: how the terrain resulted in becoming skilled sea farers.</p> <p>Study pictures of different parts of Greece to compare and contrast.</p> <p>Use language of north, south, east and west.</p>

		<p>Study photos, pictures and maps to make comparisons between locations. Identify and explain different views of people including themselves.</p> <p><u>Place knowledge</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p>	<p>environmental change and sustainability.</p> <p>Link with fair trade?</p>	
Art	<p>S & T for drawing</p> <ul style="list-style-type: none"> Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. 	<p>S & T for collage and textiles</p> <ul style="list-style-type: none"> Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Identify artists who have worked in a similar way to their own work. Use dry media to make different marks, lines, patterns and shapes within a drawing. <p><u>Enquiry Links</u> How did Pablo Picasso show his emotions through colour?</p>	<p>S & T for printing</p> <ul style="list-style-type: none"> Create printing blocks by simplifying an initial sketch book idea Use the relief method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paints <p><u>Enquiry Links</u> How do we see things?</p>	<p>S & T for 3D work</p> <ul style="list-style-type: none"> Shape, form, model and construct from observation or imagination. Use natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, slips, etc Produce intricate patterns and textures in a malleable media <p><u>Enquiry Links</u> What patterns are created on Ancient Greek pottery?</p>

	<ul style="list-style-type: none"> • Enquiry Links Why are poppies a symbol of remembrance? 			
<p>Design and Technology</p>	<p>D, M, E & I Undertake research to inform design process. This may include surveys and interviews.</p> <ul style="list-style-type: none"> □ Use prototypes, cross-sectional diagrams, exploded diagrams and CAD software to represent designs. □ Consider the views of others when evaluating their own work. □ Ensure products have a high quality finish, using art skills where appropriate. □ Justify their decisions about materials and methods of construction. □ Make suggestions on how their design/product could be improved. <p>War Topic DT HLC - research a wartime recipe (Rationing), follow it and evaluate.</p> <p>Also, make a model of anything related to WW1 or WW2.</p> <p>Plan, design and make a war shelter from WWII.</p>	<p>Material Cut materials with precision and refine the finish with appropriate tools (such as sanding wood).</p> <ul style="list-style-type: none"> □ Show an understanding of the qualities of materials to choose appropriate tools to cut and shape. 	<p>D M E T Develop their own design criteria and use this to inform their ideas. Share and clarify ideas confidently, through discussion Make design decisions that take account of the availability of resources Confidently select tools and equipment suitable to the task. Selects materials and components suitable to the task. -Formulate step-by-step plans as guide to making. Follow procedures for safety and hygiene. Use an extensive range of materials and components e.g. textiles, mechanical, construction kits, electrical and food ingredients. Accurately assembles, joins and combines materials. Accurately apply a range of finishing techniques, including those from art and design. Confidently identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended</p>	<p>Inspiration from design thru history Use knowledge of inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products to create their own innovative designs</p> <p>Contn, mech & electronics Create circuits that employ a number of components (such as LEDs, resistors and transistors).</p> <ul style="list-style-type: none"> □ Cut wood accurately to 1mm. <p>Build frameworks using a range of materials e.g. wood, card and corrugated plastic.</p> <ul style="list-style-type: none"> □ Use a cam to make an up and down mechanism.

			<p>users, to improve their work. -Refer to their design criteria as they design and make. Recognise that materials can be combined and mixed to create more useful characteristics. Make strong, stiff shell structures for a purpose. -Know that 3D textile products can be made from a combination of fabric shapes.</p> <p>Enquiry Links How is a v-shaped valley formed?</p>	
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Reviewed 2021

Created by Helen Jackson 2018