







Hill View Academy Curriculum Long Term Plan

Year 6



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2	
Topic information	Climate change – The effects of global warming 	World War 2 	Crime and punishment 	Britain and the USA 	Discrimination, social and cultural change 	Magnanimous mountains 	
	~ History and Geography Golden Thread ~						
			Conflict and disaster Invasion	Society and community Power		Society and community Trade and industry	
		Locational knowledge Mapping Physical and human geography (weather and climate) Climate change			Locational knowledge Physical and human geography Economy and trade		Locational knowledge Mapping Physical and human geography
		Would you prefer to live in the Arctic or Antarctic? What could you do locally to help the global issue of climate change?	How did Nazi Germany begin and what was it like there? How did the second world war begin and how were the UK involved? What was the impact of the Second World War on Yorkshire? How did British forces claim victory at the Battle of Britain?	How did religion change after the Tudor Period? What legacy has the Tudor dynasty had on the world today?	Why do countries rely on trade links to support their economy? How does the physical and human geography within a biome affect economy and trade?	What is slavery and how do we know what happened in the past? How can we use sources to understand the experiences of slaves? Why and how was slavery abolished in Britain? What is modern slavery? What are the legacies of the slave trade in Britain?	Where and how do mountains form? Why would people chose to live near mountains?
ROAP outcome	Climate change leaflet Persuasive writing	News reports to explain the end of WWII			Original poem / speech / song about hopes for the future (e.g. I have a dream)	A leaflet for tourist information	

Understanding the world	Geography	<ul style="list-style-type: none"> -Identify the position and significance of the Arctic and Antarctic Circle -Identify and describe the features of the biomes in the Arctic and Antarctica -Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water -Describe and understand the possible negative impacts of humans on their international environment (how what they do impacts the world) and what can and morally should be done: is it sustainable? -Describe and understand vegetation belts -Understand that, as the world heats up, the water levels rise -Suggest questions for investigating and methods to go about doing so -Investigate features and themes of locations in-depth at both micro and macro levels; know which is the most useful for the enquiry being studied -Compare and contrast sources and determine how conclusions were arrived at -Consider ways of checking the accuracy of conclusions 			<ul style="list-style-type: none"> -Consolidate, fully understand and apply all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places -Identify time differences around the world -Locate and identify at least 5 countries (USA, Canada, Mexico, Guatemala, Jamaica) and their capital cities in North America -Identify and compare the differences in at least 3 different biomes -Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region outside of Europe, North/South America -Describe and understand economic activity in the UK and the USA -Measure straight line distance (i.e. on Google Maps) -Choose and use the most appropriate type of map with precision to locate and understand a location being studied -Use maps to analyse distribution and relationships 	<ul style="list-style-type: none"> -Accurately comment on a location's environmental regions, key physical and human characteristics -Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region outside of Europe, North/South America -Choose and use the most appropriate type of map with precision to locate and understand a location being studied -Use maps to analyse distribution and relationships -Use 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 -Use straight line distance to create an appropriate scale on their map (i.e. 1cm = 100m) -Use an Ordnance Survey map to plan and describe a route between two places -Complete a large scale fieldwork project collecting and record evidence in a variety of ways (i.e. writing, sketches, graphs) 	
	History	<p>WWII</p> <p><i>The sub lenses for this unit are empire, monarchy, society and community. This unit will cover how World War Two began and give a wider understanding of how concepts such as empire and rebellion have influenced Hitler and his plan to dominate Europe. It will explore the significance of the Battle of Britain. This builds from understanding the struggle for power during the Anglo-Saxon and Viking periods and how countries have to defend themselves against attacking enemies using armies.</i></p> <p>How did Nazi Germany begin and what was it like there? How did the second world war begin and how were the UK involved? What was the impact of the Second World War on Yorkshire? How did British forces claim victory at the Battle of Britain?</p>	<p>Crime & Punishment</p> <p><i>The sub lenses for this unit are empire, monarchy, civilisation and rebellion. This unit will revisit their knowledge of periods in history that they have studied through KS2. It will explore how crime and punishment has changed over time in Britain. This unit builds from looking at periods in time within the Stone Age, Romans in Britain and the Anglo-Saxons.</i></p> <p>What is crime and punishment? What was crime and punishment like in? (different period of British history) How did the police force develop? What was crime and punishment like in the past compared with today?</p>		<p>Discrimination</p> <p><i>The sub lenses for this unit are empire, trade. It will cover how the slave trade has changed over time and how it has been used within different cultures within history. This builds on all units covered within KS2 and the encourages the children to use their historical concepts to debate slavery.</i></p> <p>What is slavery and how do we know what happened in the past? How can we use sources to understand the experiences of slaves? Why and how was slavery abolished in Britain? What is modern slavery? What are the legacies of the slave trade in Britain?</p>		
	MFL	French (Language angels)					
	RE	How do Sikhs show commitment?	How do Jews remember the Kings and Prophets in worship and life?	How do Jews remember the Kings and Prophets in worship and life?	What do Christians believe about Jesus' death and resurrection?	How does growing up bring responsibilities?	How does growing up bring responsibilities?

Expressive arts and design

Art

Clare Caulfield
 Yorkshire - Contemporary
 Architecture
 Arcade Victoria Quarter
 Drawing / line



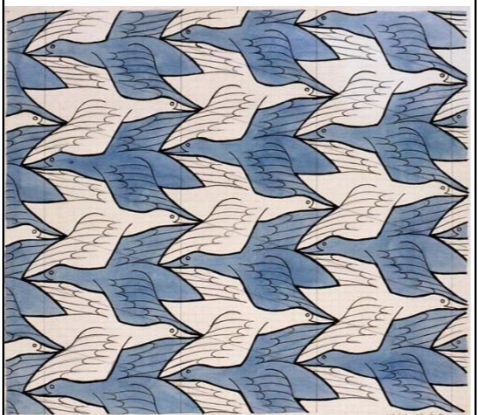
Use line knowledge to produce detailed drawings
 Demonstrate a wide range of sketching techniques
 Use a variety of techniques to add reflections, shadows, direction of sunlight for effect.
 Develop accuracy and expression in observational drawings, including the human figure.
 Draw for a sustained period of time at an appropriate level.

Keith Harding
 American - Street, Pop art
 Graphic /Flat colour
 Retrospect
 Painting



Use knowledge of the colour wheel for purpose, and to express feelings e.g. red; anger
 Use colour knowledge to create depth within a picture

M.C Escher
 Dutch - Modern Art
 Lino Printing
 Two Birds
 Printmaking



Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and annotating ideas
 Use tools in a safe way
 Continue to overlay prints with other media
 Understand mono and relief printing
 Record and collect visual information including taking photos on iPads and recording short videos and using digital cameras with different settings
 Present visual information using software choosing from PowerPoint
 Book Creator, Movie Maker
 Create and manipulate images

David Hockney
 British - Pop/Modern Art
 Batik or silk painting
 The Horse Bridge



Continue to use a sketchbook to plan, collect and develop ideas adding annotations to explain thoughts
 Adapt work as and when necessary and explain why
 Use language appropriate to skill and technique
 Use collage as a means of extending work from initial ideas

Alberto Giacometti
 Swiss – Modern art
 Figurative/wire
 Sculpture



Use sketchbooks to collect and record visual information and plan how to join parts of the sculpture
 Work in a safe, organised way, caring for equipment
 Secure work to continue at a later date
 Solve problems as they OCCUR.



Inspired by the National Gallery's Take One Picture programme

Music


Ukulele
 4 bar compositions using 4 open strings

Ukuleles
 C, F, G7 chords
 Ukulele Aliens Practice
 The Blues
 Lean on Me
 Silent Night

Dancing in the Street!
 Charanga
 glockenspiels

Ukuleles
 C, F, G7 and Am chords
 Ukulele Aliens practice
 Shot Gun (George Ezra)

Happy!
 Charanga
 glockenspiels

STEM	Science	<p>Electricity</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> <p>-Increase validity of results and prevent anomalies through:</p> <ul style="list-style-type: none"> • Justifying the choice of the equipment to support data collection • Repeating observations • Suggesting alternative investigations to yield similar results 	<p>Light</p> <p>-Recognise that light appears to travel in straight lines.</p> <p>-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.</p> <p>-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.</p> <p>-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>Animals including humans</p> <p>-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>-Give reasons for classifying plants and animals based on specific characteristics.</p> <p>-Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Know about similarities and differences in relation to places, objects, materials.</p>	<p>Evolution and inheritance</p> <p>-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>-Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>-Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>-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>Living things and their habitats</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>
	<p>Working Scientifically (refer to subject specific intent document for disciplinary knowledge and skill progression)</p> 					
	Computing	<p>Information technology</p> <p>Independently save and retrieve work from a variety of places</p> <p>Use the full breadth of the school system, and the wider internet, to complete projects for specific purposes</p> <p>Discuss and understand where web content might originate e.g. using author details, linked pages - Understand web address domain suffixes</p> <p>Discuss and assess validity and plausibility of information, and discount that which is unreliable</p> <p>Recognise impact of using incorrect information</p>	<p>Digital literacy</p> <p>Make choices about the programs and features used when publishing</p> <p>Use Spreadsheets and a SUM= formula to add a range of cells</p> <p>Create a spreadsheet recreating a real life simulation</p> <p>Understand ways companies use online techniques and communication to persuade you to buy something</p> <p>Select, combine and present information from a range of different sources for a specific purpose</p>	<p>Online safety</p> <p>Understand how gender and personal identity is shaped by the media</p> <p>Be aware of own digital footprint and how your online footpath can determine your future</p> <p>Describe common systems that regulate age-related content and explain their purpose</p> <p>Understand ways people obtain money and information illegally</p>		
DT	<p>Mechanisms</p> <p>https://www.stem.org.uk/resources/elibrary/resource/411620/ocean-grabber</p> <p>Refine product after testing, considering aesthetics, functionality and purpose</p> <p>Incorporate hydraulics and pneumatics</p> <p>Be confident to try new/different ideas</p> <p>Use cams, pulleys and gears to create movement</p>	<p>Electrical systems</p> <p>https://www.stem.org.uk/resources/elibrary/resource/446793/exciting-electricity</p> <p>Use different types of circuit in product</p> <p>Think of ways in which adding a circuit would improve a product</p> <p>Program a computer to monitor changes in environment and control product</p> <p>Incorporate a switch into a product</p>	<p>Food and nutrition</p> <p>Understand a recipe can be adapted by adding/substituting ingredients</p> <p>Explain seasonality of foods</p> <p>Learn about food processing methods</p> <p>Name some types of food that are grown, reared or caught in the UK or wider world</p> <p>Adapt recipes to change appearance, taste, texture or aroma.</p> <p>Describe some of the different substances in food and drink, and how they can affect health</p> <p>Prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source.</p> <p>Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading</p>			

Physical and personal development	PE	Indoor – Health related exercise To show an ability to innovate Analyse skills and suggest ways to improve quality of performance, showing sound knowledge and understanding In small groups, prepare and perform a sequence Show an awareness of factors influencing performance and suggest improvements Perform and create movement sequences with some complex skills, displaying accuracy and consistency (up to 10 actions) Select and use a wide range of compositional skills in complex sequences alone and in groups. Show an ability to adapt and innovate In small groups create and perform a sequence based on a theme of their choosing.	Indoor - Gymnastics To show an ability to innovate Analyse skills and suggest ways to improve quality of performance, showing sound knowledge and understanding In small groups, prepare and perform a sequence Show an awareness of factors influencing performance and suggest improvements Perform and create movement sequences with some complex skills, displaying accuracy and consistency (up to 10 actions) Select and use a wide range of compositional skills in complex sequences alone and in groups. Show an ability to adapt and innovate In small groups create and perform a sequence based on a theme of their choosing.	Indoor – Dance Use exercises that stretch and tone bodies and help them prepare for dance Choose appropriate warm up and cooling down activities. Use appropriate terminology, recognise and describe different styles in their own and others’ dances and suggest how they can improve Using appropriate terminology to explain relationship between dance and music Use all previous learning to explore, improvise and choose appropriate material to create new motifs in chosen dance style Use all previous learning to create and organise motifs and sequences around a theme; to create a whole class dance To explore, improvise and choose appropriate stimulus to create new motifs in chosen dance style Compose, develop and adapt motifs to make dance sequences and use these in longer dances	Indoor – Badminton Position themselves well on court and use space effectively Show awareness of which skills relate to different parts of a game, or to different roles in a game Recognise, find and use space well in the games Hit the ball with purpose, varying speed, height and direction Play the correct shots when the opportunity arises in a game Use skills with confidence, control and accuracy Defend effectively, slowing games down and making it hard to find space Attack effectively, using wide, near and far areas of the opponents side of the court Further develop tactics based on identified weaknesses of the opponent.	Indoor – Target games (tri-golf) Play the correct shots when the opportunity arises in a game Show awareness of which skills relate to different parts of a game, or to different roles in a game Demonstrate and use an increasing range of skills in their practices and game with confidence, control and accuracy Evaluate performance and decide what they need to practise Show awareness of which skills relate to different parts of a game, or to different roles in a game Use skills effectively in different types of game
		Outdoor -Basketball Defend effectively, slowing games down and making it hard to find space Evaluate performance and decide what they need to practise Use a range of techniques when passing, eg high, low bounced, fast, slow. Use a range of techniques to control the ball, dribble and shoot Change direction and speed when dribbling the ball. Show growing consistency and control in games Use marking, interception and tackling effectively to improve defence and gain possession	Outdoor -Football Defend effectively, slowing games down and making it hard to find space Evaluate performance and decide what they need to practise Use a range of techniques when passing, eg high, low bounced, fast, slow. Use a range of techniques to control the ball, dribble and shoot Change direction and speed when dribbling the ball. Show growing consistency and control in games Use marking, interception and tackling effectively to improve defence and gain possession	Outdoor – Tag Rugby Defend effectively, slowing games down and making it hard to find space Evaluate performance and decide what they need to practise Use a range of techniques when passing, eg high, low bounced, fast, slow. Use a range of techniques to control the ball, dribble and shoot Change direction and speed when dribbling the ball. Show growing consistency and control in games Use marking, interception and tackling effectively to improve defence and gain possession	Outdoor – Cricket Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding Use more advanced tactics which involve bowlers and fielders working together Recognise, find and use space well in games Defend effectively, slowing games down and making it hard to find space Demonstrate and use an increasing range of skills in their practices and game with confidence, control and accuracy Show awareness of which skills relate to different parts of a game, or to different roles in a game Use skills effectively in different types of game	Outdoor – Rounders Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding Use more advanced tactics which involve bowlers and fielders working together Recognise, find and use space well in games Defend effectively, slowing games down and making it hard to find space Demonstrate and use an increasing range of skills in their practices and game with confidence, control and accuracy Show awareness of which skills relate to different parts of a game, or to different roles in a game Use skills effectively in different types of game
	PSHE / SCARF	Me and My Relationships Assertiveness Cooperation Safe/unsafe touches Positive relationships	Valuing Difference Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Keeping Myself Safe Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Rights and Responsibilities Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Being My Best Aspirations and goal setting Managing risk Looking after my mental health