

Hill View Academy Curriculum Long Term Plan

Year 6



	Autumn Term		Spring Term		Summer Term	
Maths	Place Value Addition, Subtraction, Multiplication and Division Fractions A Fractions B Converting Units		Ratio Algebra Decimals Fractions, decimals, percentages Area, Perimeter, Volume Statistics		Shape Geometry – Position and Direction SATS Revision Themed Projects	
Topic information	Autumn term 1	Autumn term 2	Spring term 1	Summer term 1	Spring term 2	Summer term 2
	What are the effects of global warming? 	What was the significance of the Battle of Britain? 	How has enslavement changed between the 16 th century and the present day? 	How does Britain compare to the USA? 	Has the way we catch and punish criminals improved that much in the last 100 years? 	Are all mountains the same? 
	~ History and Geography Golden Thread ~					
		Conflict and disaster Invasion	Society and community Power Trade and industry		Society and community Power	
	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?	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?	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?		Where and how do mountains form?

		How did British forces claim victory at the Battle of Britain?	What is modern slavery? What are the legacies of the slave trade in Britain?			
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)			

Understanding the world	Geography	-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			-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		-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	<u>WWII</u> <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> 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?	<u>Discrimination</u> <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> 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?	French (Language angels)			
	MFL						
	RE	CU2.2 How do Sikhs symbolise their commitment? (Pathway 2)		CU2.1 What do Hindu people believe about God? (Pathway 1)		CU2.3 What values do people live by? (Pathway 3)	FU2.13 Why are rites of passage important? (Pathways 2 and 4)

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 <i>The Blues</i> <i>Lean on Me</i> <i>Silent Night</i>	<i>Dancing in the Street!</i> Charanga glockenspiels	Ukuleles C, F, G7 and Am chords Ukulele Aliens practice Shot Gun (George Ezra)	<i>Happy!</i> Charanga glockenspiels	

STEM	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. -Increase validity of results and prevent anomalies through: • Justifying the choice of the equipment to support data collection • Repeating observations • Suggesting alternative investigations to yield similar results	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.	Animals including humans -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. -Talk about the features of their own immediate environment and how environments might vary from one another. Know about similarities and differences in relation to places, objects, materials.	Evolution and inheritance -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. -Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Living things and their habitats 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. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		
		Working Scientifically (refer to subject specific intent document for disciplinary knowledge and skill progression) 						
	Computing	Bletchley Park Online Safety	Introduction to Python Online Safety	Big Data 1 Online Safety	Big Data 2 Online Safety	Introduction to Spreadsheets Online Safety	AI Online Safety	
	DT	Build Water Wall			Cook Mezze Build Electrical Toys		Sew Upcycling fashion	

Physical Development	PE	evade invade capture 'Competitive games; principles of attacking and defending'	Netball or Tag Rugby	inspire create perform 'Perform dance using a range of movement patterns'
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