English Martyrs' RC Primary School

Creative Curriculum Long Term Planning

Year 6

Cycle B Theme	Industrial Revolution	Amazing Africa	God's Creation	Celebrating the North East	The Shang Dynasty	Shipwrecked/ Kensukes Kingdom
History	Study the changing power of monarchs using case studies such as Victoria. Identify the changes in an aspect of social history such as leisure and entertainment in the 20th century. Identify a significant turning point in British history for example the first railways.	To study a non-European society that provides contrasts with British history – Benin (West Africa) c.AD 900-1300.		Study an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	Study the achievements of the earliest civilisations, an overview of where and when the first civilisations appeared and a depth study of the Shang Dynasty of Ancient China.	To study a significant turning point in British history: the Battle of Britain 1939-1945 and Japans involvement in the war. (KK) Grace Darling and connection with the RNLI (SW)
Geography		Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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.	To describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use pattern and understand how some of these aspects have changed over time. 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	Use maps and atlases, globes and digital/computer mapping to locate countries.	To use the eight points of a compass, 4 and 6 figure grid references, symbols and key (including the use of Ordinance Survey maps) to build their knowledge of the UK and the wider world. 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.

				technologies.		
Science	Y5 -Forces To explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. Y6 – 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 the variations in how components function including the brightness of bulbs, the loudness of buzzes and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	Y5 – Animals including humans. Describe the changes as humans develop to old age. Y6 – Animals including humans. Identify and name the 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 and humans.	Y5 – Living things and their habitats. Describe the differences on the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Y6 – 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.	Y5 – Earth and Space Describe the movement of the Earth and the other planets relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. Y6 – 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 two 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.		Y5 – Properties and changes of materials. Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity and response to magnets. Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gasses to decide how mixtures might be separated including through filtering, sieving and evaporating. Give reasons based on evidence from comparative and fair tests for the particular uses of everyday materials including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new materials and that this kind of change is not usually reversible. Y6 – 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 adaptations may lead to evolution.
Music	Y5&6 To develop and understand the history of music (Oliver the musical). Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Y5&6 Listen with attention to detail and recall sounds with increasing oral memory. Improvise and compose music for a range of purposes, using the inter-related dimensions of music (African djembe drums).	Y5&6 To develop and understand the history of music. To appreciate and understand a wide range of high quality live and recorded music drawn from different times and traditions, and from great composers and musicians.	Y5&6 Listen with attention to detail and recall sounds with increasing oral memory. Use and understand staff and other musical notations.	Y5&6 Improvise and compose music for a range of purposes, using the inter-related dimensions of music. To develop and understand the history of music.	Y5&6 Listen with attention to detail and recall sounds with increasing oral memory.
Art	Y5&6 Become proficient in drawing, painting, sculpture and other art, craft and design techniques. To improve their mastery of art and design techniques including; drawing, painting and sculpture with a range of materials.	Y5&6 Produce creative work, exploring their ideas and recording their ideas. Evaluate and analyse creative works using the language of art craft and design. To improve their mastery of art and design techniques including; drawing, painting and sculpture with a range of materials.	Y5&6 Produce creative work, exploring their ideas and recording their ideas. Evaluate and analyse creative works using the language of art craft and design.	Y5&6 Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.	Y5&6 Become proficient in drawing, painting, sculpture and other art, craft and design techniques. To improve their mastery of art and design techniques including; drawing, painting and sculpture with a range of materials.	Y5&6 Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.
Design & Technology	Y5&6 Understand how key events and individuals in design and technology have helped shape the world.	Y5&6 Select from and use a wide range of tools and equipment to perform practical tasks (for example cutting,	Y5&6 Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional	Y5&6 Understand how key events and individuals in design and technology have helped shape the world.	Y5&6 Understand and apply the principals of a varied and healthy diet. Prepare and cook a variety of predominantly	Y5&6 Understand and apply the principals of a varied and healthy diet. Prepare and cook a variety of predominantly

	Investigate and analyse a range of existing products. To understand and use electrical systems in their products (for example, series, circuits incorporating switches, bulbs, buzzers and motors). Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Use research and develop design criteria to inform a design of innovative, functional appealing products that are fit for purpose. Select from and use a wider range of tools and equipment to perform practical tasks accurately.	shaping, joining and finishing) accurately. Evaluate their ideas and products against their own criteria and consider ways to improve their work.	and exploded diagrams pattern pieces and computer aided design. Select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own criteria and consider ways to improve their work.	Investigate and analyse a range of existing products. Understand and use mechanical systems in their products (for example gears, pulleys, cams, levers and linkages). Use research and develop design criteria to inform a design of innovative, functional appealing products that are fit for purpose. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Apply their understanding of computing to program, monitor and control their products.	dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredient are grown, reared caught and processed.	dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredient are grown, reared caught and processed.
Computing	Understand computer networks including the internet; how they can provide multiple services such as the World Wide Web and the opportunities they offer for communication and collaboration.	Use, search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Design, write and debug programs that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.