

The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Shalfleet Year 6 2024-2025

| | AUTUMN: History Focus | | SPRING: Geography Focus | | SUMMER: History and Geography | |
|---|---|---------|--|----------|--|----------|
| Title/Duration | WWII Dig for Victory! | | Climate Change A Hot Topic | | MAYANS The Magic Mayans | |
| Half Term Split | Autumn 1 | Autumn2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Focus Curriculum Principle | <ul style="list-style-type: none"> ● Broad, Relevant and Balanced. ● Valuing all children, learning is accessible to all. | | <ul style="list-style-type: none"> ● High Quality Outcomes & Deep Learning. ● Challenging, engaging and motivating ● Coherent learning links and pathways | | <ul style="list-style-type: none"> ● Strong Working Partnerships. ● Promotes Independence and Curiosity. ● Opportunities for memorable experiences | |
| English (Focus Texts/Writing Opportunities) | <p>Oliver Twist</p> <ul style="list-style-type: none"> - Character descriptions - Contrast and comparisons <p>Once</p> <ul style="list-style-type: none"> - Persuasive Letter writing - Diary writing | | <p>Wolf Wilder</p> <ul style="list-style-type: none"> -Narrative extract from choice of perspectives -Non-chronological report on wolves <p>Holes</p> <ul style="list-style-type: none"> -Instructional writing-how to look after a yellow spotted lizard | | <p>Water/sea poetry</p> <p>Survivors</p> <ul style="list-style-type: none"> -Narrative -Diary writing | |

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|-------|-------------|---|--------|--|--|--|--------|---|--------|---|---------|---|---------|
| Maths | Autumn term | Number Place value <small>Place Value</small> VIEW | | Number Addition, subtraction, multiplication and division VIEW | | | | Number Fractions A VIEW | | Number Fractions B VIEW | | Measurement Converting units VIEW | |
| | Spring term | Number Ratio VIEW | | Number Algebra VIEW | | Number Decimals VIEW | | Number Fractions, decimals and percentages VIEW | | Measurement Area, perimeter and volume VIEW | | Statistics VIEW | |
| | Summer term | Geometry Shape VIEW | | | Geometry Position and direction VIEW | Themed projects, consolidation and problem solving VIEW | | | | | | | |

| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|---------|-------------|---|--------|--------------------------------|--------|---|----------------------------|---|---------------|---|--|--|---------|
| Science | Autumn term | Biology Living things and their habitats <small>Place Value</small> VIEW | | | | | | Physics Electricity VIEW | | | | Sustainability Renewable energy VIEW | |
| | Spring term | Physics Light VIEW | | | | Sustainability Light pollution VIEW | | Biology The circulatory system VIEW | | | Biology Diet, drugs and lifestyle VIEW | | |
| | Summer term | Biology Variation VIEW | | Biology Adaptations VIEW | | | Biology Fossils VIEW | | Consolidation | Themed projects (year 7 ready) VIEW | | | |

| | | | |
|----------------|---|---|--|
| <p>History</p> | <p>WW2</p> <p><u>Chronological understanding</u></p> <p>-Order and place key historical events on a timeline for both Britain and Germany. Be able to understand and describe how these changes occurred.</p> <p>- Understand and describe in some detail how the Isle of Wight changed during WW2.</p> <p><u>Historical Interpretation</u></p> <p>-Find and analyse a wide range of evidence about WW2 that show different interpretations of events. Understand and reflect on these different points of view and how they link to historical fact.</p> <p>-Understand the difference between primary and secondary evidence, the impact of this on reliability and therefore how useful they are.</p> <p>-Show an awareness of the concept of propaganda on the British public and the German people.</p> <p>(Resources possibly available from Osbourne House)</p> <p><u>Historical Enquiry</u></p> <p>-Pupils should ask historically valid questions about change, cause, similarity and difference, and significance and give informed responses using relevant historical information (Linking in to war research on the Isle of Wight).</p> <p>-Use a wide range of different evidence to collect information about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; (to support the island's link to the war).</p> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>-Examine causes and results of great events and the impact these had on the people of Britain and Germany e.g. the evacuation for children (compare and contrast these experiences).</p> | <p>N/A as this is primarily a geography topic</p> | <p>ANCIENT MAYANS</p> <p><u>Historical Interpretation</u></p> <p>Find and analyse a wide range of evidence about the past;</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>Consider different ways of checking the accuracy of interpretations of the past;</p> <p>Start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>Begin to evaluate the usefulness of different sources.</p> <p><u>Historical Enquiry</u></p> <p>Recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p><u>Chronological understanding</u></p> |
|----------------|---|---|--|

| | | | |
|------------------|---|--|--|
| | <p>-Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children (look at living through the Blitz and evacuation, the island perspective of the war too, link with drama activities).</p> | | <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>Accurately use dates and terms to describe historical events;</p> <p>Understand and describe in some detail the main changes to an aspect in a period in history.</p> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Examine causes and results of great events and the impact these had on people;</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</p> |
| <p>Geography</p> | <p><u>Human and Physical</u></p> <p>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;</p> <p><u>Geographical skills and fieldwork</u></p> <p>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.</p> <p><u>Place Knowledge:</u></p> <p>They have a deeper knowledge of people, resources, natural environment.</p> | <p><u>Including field trips based on island studies</u></p> <p><u>Place Knowledge:</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of A regions around the world.</p> <p><u>Human and Physical:</u></p> <p>Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</p> | <p><u>Locational Knowledge:</u></p> <p>Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Human and Physical:</u></p> <p>Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</p> |

| | | | |
|--|--|--|--|
| | <p>Children are now conducting independent research asking and answering questions.</p> <p><u>Human and Physical:</u></p> <p>Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.</p> <p><u>Geographical Skills and Fieldwork:</u></p> <p>Children focus on observing and recording the changes of human features over time.</p> <p>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p><u>Fieldwork</u></p> <p>Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes.</p> <p>Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.</p> | <p>natural resources including energy, food, minerals and water;</p> <p><u>Geographical skills and fieldwork:</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world</p> <p>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.</p> <p><u>Locational Knowledge:</u></p> <p>Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.</p> <p><u>Place Knowledge:</u></p> <p>Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a deeper knowledge of people, resources, natural environment. Children are now</p> | <p>natural resources including energy, food, minerals and water;</p> <p><u>Geographical skills and fieldwork:</u></p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world</p> <p>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.</p> <p><u>Locational Knowledge:</u></p> <p>Children use their knowledge of longitude, latitude, coordinates and indexes to locate places focusing more on countries outside of Europe.</p> <p><u>Place Knowledge:</u></p> <p>Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a deeper knowledge of people, resources, natural environment. Children are</p> |
|--|--|--|--|

| | | | |
|--|--|--|---|
| | | <p>conducting independent research asking and answering questions.</p> <p><u>Human and Physical:</u></p> <p>Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.</p> <p><u>Geographical Skills and Fieldwork:</u></p> <p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time.</p> <p>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p><u>Fieldwork</u></p> <p>Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes. Exploring and collecting fieldwork based on</p> | <p>now conducting independent research asking and answering questions.</p> <p><u>Human and Physical:</u></p> <p>Deepening their understanding of the difference between physical and human geography, explaining the terminology of both aspects of geography and using the key vocabulary to demonstrate their knowledge and understanding.</p> <p><u>Geographical Skills and Fieldwork:</u></p> <p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time.</p> <p>Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.</p> <p><u>Fieldwork</u></p> <p>Ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making concise judgements and drawing conclusions that show an understanding of other processes. Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape.</p> |
|--|--|--|---|

| | | | | | |
|---------------------|--|---|--|---|---|
| | | | Erosion, rocks and soils, vegetation and use of landscape. | | |
| Art | <p>Knowledge - Wartime artists – John Piper, Jacqueline Hurley Make observations about their work/ styles and known facts about their lives</p> <p>Painting/Drawing - John Piper commissioned WW2 artist from the time. Bombed out buildings mixed media (wax relief, watercolours, perspectives, use inspiration from Blitz photographs).</p> <p>Painting/Drawing - Jacqueline Hurley, modern, poppies. Uses silhouettes, charcoal/chalk and poppies in acrylics.</p> | | <p>Knowledge – Climate/nature-based artists – Jenny Kendler and Benjamin West Make observations about their work/ styles and known facts about their lives</p> <p>Sculpture – Using the Kendler sculpture ‘Birds Watching’ learn techniques and use a range of mixed media (foil, tissue paper, paints, cellophanes) in order to create a piece inspired by it.</p> <p>Painting/Drawing - Using West’s work as inspiration, learn effective watercolour painting techniques to create collage papers featuring a range of flowers.</p> | | <p>Knowledge – Learn about the designs and significance behind Mayan masks as well as their uses.</p> <p>Embroidery- They will design their own mask and proceed to sew this onto dyed material. Their designs will be inspired through their historical research and a range of masks they have already observed</p> |
| Design & Technology | | Design and build a bomb shelter that can withstand a blast. Then decorate final design using mixed media for display. | | Creating a range of dishes that would be environmentally friendly then researching and costing up the ingredients before writing out our recipes and then making them throughout the day. | Making a range of ancient Mayan foods and comparing them with modern day equivalents. |
| Music | <p>Songs of WWII</p> <p>Re-creating ‘war time’ songs.</p> <p>Knowledge</p> <p>To listen with attention to detail and recall</p> | | <p>Film Music</p> <p><u>Children will write, create a beat and perform a rap about climate change.</u></p> | | <p>Composing and performing a leavers song</p> |

| | | | | | | |
|--|---|--|---|--|--|--|
| | <p>sounds with increasing aural memory</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To develop an understanding of the history of music</p> <p>Music History - Relate music to historical curriculum topics covered where possible -</p> <p>Britain -Wartime songs - Vera Lynn, Glenn Miller</p> <p>Germany- Wagner, 'Lili Marlene', sung in German by Marlene Dietrich</p> | | <p>Rhythm</p> <p>To copy and improvise a rhythmic phrase</p> <p>To tap or clap the rhythm of a song whilst others tap the metre (rhythmic structure of music)</p> <p>To play the rhythmic structure of a song whilst others play the rhythm/ pulse</p> <p>Vocal and Instrumental-Play and Perform</p> <p>To sing or play instruments using the musical elements taught as part of an ensemble or as a solo.</p> <p>To choose appropriate dynamics and tempo for the performance of songs and compositions</p> <p>To choose the most appropriate way to perform a song or composition and choose appropriate instrumental/vocal sounds to accompany it</p> <p>Vocal and Instrumental--Improvise and compose</p> <p>To create a tune using 2 or 3 phrases that change pitch</p> <p>To compose and improvise rhythmic and</p> | | | |
|--|---|--|---|--|--|--|

| | | | | | | |
|--|--|--|---|--|--|--|
| | <p>Vocal and Instrumental-Play and Perform To sing or play instruments using the musical elements taught as part of an ensemble or as a solo.</p> <p>To choose appropriate dynamics and tempo for the performance of songs and compositions</p> <p>To choose the most appropriate way to perform a song or composition and choose appropriate vocal sounds to accompany it</p> <p>To sing in 2-4 parts in rounds and harmonies</p> <p>Vocal and Instrumental--Improvise and compose To organise rhythmic and musical phrases into a simple structure (ABAB)</p> <p>To create a tune using 2 or 3 phases that change pitch</p> <p>To compose and improvise rhythmic and melodic cycles that</p> | | <p>melodic cycles that include musical elements taught</p> <p>Listening To play simple tunes by ear To recognise and pick out key instruments in a piece of music To listen to and recall songs from memory using the appropriate musical elements To identify and analyse the phrase structure of a song To listen to, respond and evaluate live music</p> <p>Musical Elements and Notation To use pitch, dynamics, duration, tempo, rhythm, timbre, structure, and texture when composing, singing or playing To recognise how music is written and name the different parts (staff, staves, treble clef and bars) To read and play notes for a simple melodic phrase (to be able to read the music)</p> <p>Music History Identify and discuss influential composers in music history</p> | | | |
|--|--|--|---|--|--|--|

| | | | | | | |
|-----------|---|--|---|---|--|--|
| | include musical elements taught To listen to and recall songs from memory using the appropriate musical elements | | | | | |
| Computing | <p><i>Computer Systems and Networks - 'Communication'</i></p> <ul style="list-style-type: none"> - Identify how to use a search engine - Describe how search engines select results - Explain how search results are ranked - Recognise why the order of results is important, and to whom - Recognise how we communicate using technology - Evaluate different methods of online communication | <p><i>Creating Media – 3D Modelling</i></p> <ul style="list-style-type: none"> - Review an existing website and consider its structure - Plan the features of a web page - Consider the ownership and use of images (copyright) - Recognise the need to preview pages - Outline the need for a navigation path - Recognise the implications of linking to content owned by other people - | <p><i>Creating Media – Web Page Creation</i></p> <ul style="list-style-type: none"> - Use a computer to create and manipulate three-dimensional (3D) digital objects - Compare working digitally with 2D and 3D graphics - Construct a digital 3D model of a physical object - Identify that physical objects can be broken down into a collection of 3D shapes - Design a digital model by combining 3D objects <p>Develop and improve a digital 3D model</p> | <p><i>Data and Information – Spreadsheets</i></p> <ul style="list-style-type: none"> - Identify questions which can be answered using data - Explain that objects can be described using data - Explain that formulas can be used to produce calculated data - Apply formulas to data, including duplicating - Create a spreadsheet to plan an event - Choose suitable ways to present data | <p><i>Programming A – Variables in Games</i></p> <ul style="list-style-type: none"> - Define a 'procedure' as something that can be run multiple times - Explain why a procedure is used in a program - Choose how to improve a game by using procedures - Design a project that builds on a given example - Use my design to create a project - Evaluate my project | <p><i>Programming B – Procedures in Games</i></p> <ul style="list-style-type: none"> - Define a 'variable' as something that is changeable - Explain why a variable is used in a program - Choose how to improve a game by using variables - Design a project that builds on a given example - Use my design to create a project - Evaluate my project |
| PE | Games - Tag Rugby | Athletics - Indoor athletics | Gymnastics | Dance Games – Hockey | Athletics Games - Kwik Cricket | Athletics Games – Rounders |

| | Outdoor adventurous activities – Forest Schools | Games – Basketball Outdoor adventurous activities – Forest Schools | Athletics - Cross-country Outdoor adventurous activities – Forest Schools | Outdoor adventurous activities – Forest Schools | Outdoor adventurous activities – Forest Schools | Outdoor adventurous activities – Forest Schools |
|--------|---|--|---|---|--|---|
| RE | <i>Peace (M)</i> Revelation of the Qur'an, sawm and Ramadan | <i>Incarnation (C)</i> An extraordinary baby | <i>Ritual (M)</i> Wudu and Eid-ul-Fitr and Eid al Adha | <i>Resurrection (C)</i> The empty cross | <i>Love (S)</i> Sewa | <i>River of Life (H)</i> Humanism Looking at humanistic traditions/ ways of life |
| French | <u><i>Back to basics</i></u> - Children will focus on learning the French alphabet - Children will learn the most common single word phrases (e.g. greetings, yes/no, thank you etc). - Children will learn the key pronouns (he, she, they etc) and articles (a, an, the). | <u><i>Counting on</i></u> - Children will learn the numbers from 0-31 - Children will learn the days of the week and months of the year. - Children will apply these together to identify dates and can complete simple maths with them. | <u><i>All about me</i></u> - Children will be able to give basic information about themselves (say their name, age, birthday, where they live etc). - Children will be able to know the common colours - Children will be able to name and describe their clothes (using colours). - Children will be able to list their body parts (key ones) - Children will be able to name family members (mum, dad, gran etc) and look to build in knowledge of how to say basic information about them. | <u><i>All about me (ctd)</i></u> - Children may need to continue working through previous skills. - Children will need to be able to know phrases for liking and disliking of varying strength. - Children will be able to list different hobbies. - Children will be able to state if they like or dislike different hobbies. | <u><i>Class in session</i></u> - Children can identify and describe common classroom items. - Children can identify school subjects and express likes or dislikes. - Children can identify common phrases used in the classroom (by teachers and pupils) | <u><i>Home sweet home</i></u> - Children can name and describe the rooms in the house simply e.g. big/small, tidy/messy, fun/boring. - Children can identify a range of common items in the home and which they have. - Children can name different types of home and state which they live in. |

| | | | | | | |
|--------------------------------|---|---|---|--|--|--|
| | | | - Children will be able to name pets and simply describe and state basic information about them. | | | |
| SMSC/PSHE | Determination | Relationships | Respect | | | |
| | <p>Social – Teamwork within class, working with each other in our topic lessons, particularly when making war time food recipes.</p> <p>Cultural – Looking at British history and how the World War changed Britain and our relationships internationally.</p> <p>Moral – Looking at the moral implications of the choices made both sides of the War.</p> <p>Spiritual – Constant referral to issues around spirituality in worships (class and whole)</p> | <p>Social – Teamwork within class, working with each other to make arguments for debates related to issues around climate change.</p> <p>Cultural – How has Britain contributed to climate change and how are we contributing to improving the situation?</p> <p>Moral – Looking at the moral implications of decisions made that have been detrimental to climate change.</p> <p>Spiritual – Constant referral to issues around spirituality in worships (class and whole)</p> | <p>Social – Teamwork within class, particularly through the creation of ‘Mayan music which involves whole class cooperation.</p> <p>Cultural – Looking at aspects of Mayan history</p> <p>Moral – Looking at the moral implications of the Mayan treatment and land use.</p> <p>Spiritual – Constant referral to issues around spirituality in worships (class and whole)</p> | | | |
| Trips/Events/Visitors/Risk Day | Northwood Tank Museum Estelle Baker – Time Machine (WWII Inspire Day) | UKSA Local field trip – Geography | Residential Portsmouth Cathedral Paulton’s Park | | | |