

The Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth



Long Term Planning Freshwater and Yarmouth Year 6 2026-2027

	AUTUMN: History Focus		SPRING: Geography Focus		SUMMER: History and Geography	
Title/Duration	Titanic A Night To Remember		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	• Broad, Relevant and Balanced. • Valuing all children, learning is accessible to all.		• High Quality Outcomes & Deep Learning. • Challenging, engaging and motivating • Coherent learning links and pathways		• Strong Working Partnerships. • Promotes Independence and Curiosity. • Opportunities for memorable experiences	
English (Focus Texts/Writing Opportunities)	Reading Voices in the Park – Anthony Browne Eye of the Wolf -Daniel Pennac Journey to Jo'burg by Beverley Naidoo Industrial Revolution -Peter Hicks Oliver Twist – Charles Dickens Writing Narrative – character perspective - Voices in the Park Description – Wolf's perspective – Eye of the Wolf Diary - A day in the life of ... – Journey to Jo'burg Letter (formal) – to local MP / Pollution Narrative description – Oliver Twist		Reading The Light in Everything – Katya Balen Non-fiction - Unusual Creatures – Michael Hearst Poetry – Spaced Out – Brian Moses Mortal Engines – Philip Reeve Writing Letter (informal) – to self “If I’d known then...” – The Light in Everything Non-chronological Report – Create own creature – Myth Match Poetry – 2040 Space City		Reading SATs Reading practice – extracts from various sources (fiction, non-fiction, poetry) Shakespeare for Kids – Colleen Aagesen and Margie Blumberg The Tempest - Shakespeare Talking Turkeys - Benjamin Zephaniah Writing Diary - Rock, paper, scissors (short film) Instructional writing - A grammar narrative! Non-chronological Report – The Planets (short film) Description – Hugo Cabret Opening Poetry – Talking Turkeys	

			Narrative dialogue –between two characters one from the world today and the other from the new world – Mortal Engines			
Maths	Place value (numbers to 10,000,000), addition, subtraction, multiplication and division methods, fractions and the four operations		Statistics, decimals, shape, converting units of measure, area, perimeter and volume, fractions, decimals and percentages equivalents, position and direction,		Problem solving and consolidation	
Science	Living things and their habitats	Electricity and Renewable Energy	Light	The Circulatory System	Evolution - Variations	Evolution – Adaptions and Fossils
History	<i>How did the sinking of the Titanic transform sea safety rules and save lives in the future?</i> <u>Historical Interpretation</u> Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Begin to evaluate the usefulness of different sources. <u>Historical Enquiry</u> Recognise when they are using primary and secondary sources of information to investigate the past; 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; Investigate their own lines of enquiry by posing historically valid questions to answer.		<i>How did WW2 start; who or what was to blame?</i> <u>Historical Interpretation</u> Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; Know that people in the past represent events or ideas in a way that may persuade others; Begin to evaluate the usefulness of different sources. <u>Historical Enquiry</u> Recognise when they are using primary and secondary sources of information to investigate the past; 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,		Ancient Mayans – What were the similarities and differences between them and other civilisations? <u>Historical Interpretation</u> Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; Start to understand the difference between primary and secondary evidence and the impact of this on reliability; <u>Historical Enquiry</u> Recognise when they are using primary and secondary sources of information to investigate the past; 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;	

	<u>Chronological Understanding</u> Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Accurately use dates and terms to describe historical events; <u>Knowledge and Understanding of Events, People and Changes in the Past</u> Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	artefacts, historic statues, figures, sculptures, historic sites; Investigate their own lines of enquiry by posing historically valid questions to answer. <u>Historical Understanding</u> Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Accurately use dates and terms to describe historical events; <u>Knowledge and understanding of events, people and changes in the past</u> Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.	Investigate their own lines of enquiry by posing historically valid questions to answer. <u>Chronological understanding</u> Order an increasing number of significant events, movements and dates on a timeline using dates accurately; Accurately use dates and terms to describe historical events; Understand and describe in some detail the main changes to an aspect in a period in history. <u>Knowledge and understanding of events, people and changes in the past</u> Examine causes and results of great events and the impact these had on people; Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Geography	<i>Study of Boston linked to Titanic</i> <i>Big Question: How does Boston differ from where we live?</i> <u>Place Knowledge</u> YR 5 - Understand geographical similarities and differences through studying the human and physical geography of Hampshire or the Isle of Wight and a region of North America Develop their analytical skills by comparing areas of the UK and outside of the UK. They have a	<i>Coastal erosion</i> <i>Big Question: How and why do erosion rates vary?</i> <i>Field study enquiry question:</i> <i>How has the sea shaped the landscape of the Isle of Wight?</i> <u>Human and Physical:</u>	<i>Study of how land is used and different types of settlement</i> <i>Big Question: How can we plan for the future?</i> Locational Knowledge: Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

deeper knowledge of people, resources, natural environment. Children are now conducting independent research asking and answering questions.

Human and Physical

Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle.

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;

Geographical skills

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure grid references, and coordinates, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle.

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;

Geographical skills and fieldwork:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of 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, and digital technologies.

Use findings to make judgements and draw conclusions.

Fieldwork

Exploring and collecting fieldwork based on Erosion, rocks and soils, vegetation and use of landscape

Human and Physical:

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Geographical skills and fieldwork:

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world

Art	Knowledge - Marine artists – Alfred Wallis and Jason deCaires Taylor Make observations about their work/ styles and known facts about their lives Painting/Drawing – Alfred Wallis was self-taught used found materials and simplified shapes with visible brushstrokes to create expressive maritime paintings. We'll practice his techniques, recreate some of his works, and finally, design our own original art, celebrating creative expression. Sculpture - Jason deCaires Taylor created environmental underwater sculptures! We'll explore his unique style, then use air-dry clay to create porous textures and sculpt our own original "submerged" figures, raising environmental awareness through art.		Knowledge – Climate/nature-based artists – Jacqueline Hurley and Benjamin West Make observations about their work/ styles and known facts about their lives Painting/Drawing - Jacqueline Hurley, modern, poppies. Uses silhouettes, charcoal/chalk and poppies in acrylics. Painting/Drawing/Collage - Using West’s work as inspiration, learn effective watercolour painting techniques to create collage papers featuring a range of flowers.		Knowledge – Learn about the designs and significance behind Mayan masks as well as their uses. Painting/Sculpture/Collage- They will design their own mask and proceed to make this by using layering to create a 3D effect and carboard to collage the facial features. They will then continue to use collage techniques to add colour or painting.	
	Design & Technology		Design and build a lifeboat cross section including features relevant to the designs of the lifeboats on the Titanic. The children will also create an explanation of the design choices around the outside of the finished piece.		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.	
Music		Film music Exploring and identifying the		Songs of World War 2 Developing greater accuracy in pitch and		Composing and performing a Leavers' song

	characteristics of film music. Creating a composition and graphic score to perform alongside a film.		control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.			Children spend the topic creating their very own leavers' song personal to their experiences as a class.
Computing	<i>Computer Systems and Networks - 'Communication'</i> - Explain the importance of internet addresses - Recognise how data is transferred across the internet - Explain and evaluate different ways of sharing information and working together online.	<i>Creating Media – 3D Modelling</i> - Use a computer to create and manipulate three-dimensional (3D) digital objects - Compare working digitally with 2D and 3D graphics - Identify that physical objects can be broken down into a collection of 3D shapes - Design, develop and improve a digital model by combining 3D objects	<i>Programming A – Variables in Games</i> - 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	<i>Data and Information – Spreadsheets</i> - 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, choosing suitable ways to present the data,	<i>Programming B – Micro:Bits</i> - Use variables to create a step counter - Understand variables can be set to random numbers. - To write programs using random number variables,	<i>Creating Media – Web Page Creation</i> - 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 and have a navigation path - Recognise the implications of linking to content owned by other people

PE	Games - Tag Rugby	Athletics - Indoor athletics Games – Basketball	Gymnastics Athletics - Cross-country Outdoor adventurous activities – Forest Schools	Dance Games – Hockey	Athletics Games - Kwik Cricket	Athletics Games – Rounders 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	Consolidation - Recap basic greetings, personal details (name, age, hobbies). - Describe clothes using colours. - Describe animals using numbers, colours, and adjectives. - Recap days, months, weather, seasons, and related clothing.	Planning a Holiday - Learn names of countries and French towns/cities. - Identify places to visit (e.g., beach, museum). - Describe people, places, things, and actions in writing about Paris landmarks.	Transport and Directions - Ask for and give simple directions. - Describe how they get to school using transport and directions. - Learn different transport modes.	Visiting a Town - Learn names of different shops (e.g., patisserie, cafe). - Practice giving directions between shops. - Describe a town using basic sentences and adjectives. - Speak and write a description of their own town.	Cafes & Restaurants - Learn about French menus, food, and drinks. - Practice ordering food from cafes and restaurants. - Learn to state allergies or inquire about ingredients.	Going Shopping & Consolidation - Learn names for goods for purchase on holiday (e.g., tickets, souvenirs). - Practice asking for various goods. - Consolidate knowledge on countries, towns/cities, landmarks, transport, and directions.

SMSC/PSHE	POL-ED - What is a debate? - How can we respect different relationships? - What does the law say about marriage? - What is my relationship with authority? - How can we challenge sexism? - How can we be allies against racism?	POL-ED - Why does media have age restrictions? - How is my data shared? - What is spiking? - What does the law say about legal drugs? - What is the issue with addiction? (Vaping/smoking)? - What different types of crime are there? - What is antisocial behaviour? - What is a weapon? - What is shop theft?	POL-ED - How can I manage moving to high school positively? - How can I get ready for secondary relationships? - What does adulthood look like? - How can I re-frame my thinking? - What is grief? - How can I seek support for my mental health?
Trips/Events/Visitors/Risk Day	Southampton Titanic Museum DT Day (lifeboats)	DT Day (Vegan Food)	Parents in for SATs Booster Lessons Residential UKSA Paultons Park Local Field Trip Leavers Meal End of Year Play Year 6 leavers service (Portsmouth Cathedral)