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|  | **Autumn 1****Who were the Mayans and what have we****learnt from them ?****Historical focus** | **Autumn 2****Why should the world be ashamed of****slavery?** **Historical focus** | **Spring 1****What would a journey through your body look****like?** **Scientific focus** | **Spring 2****Will you ever see the water you drink****again?** **Geographical focus** | **Summer 2****I’m a Year 6 pupil, can you get me out of here?** **Geographical focus** |
| **Significant person/ people** | Charles Darwin | Harriet Tubman | Edward Jenner | Thomas Andrews  | David Hockney  |
| **History challenge** | Study a non-European society that provides contrast with British history. | A study of an aspect or theme in British history that extendspupils’ chronological knowledge beyond 1066 | Investigate the time, place, cause and effects of the GreatPlague.  | Investigate the building of the Titanic and learn about its disastrous maiden voyage and the stories and lives of the people on board.  | To investigate the history of Saltaire and compare it to the history of Whitby |
| **Geography challenge** | Central America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities and identify the position and significance of latitude, longitude, Equator, NorthernHemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.  | Study of the Slave triangle and human geography, including: types of settlement and land use, economic activityincluding trade links, and the distribution of natural resources including energy,food, minerals and wate | Use world maps, atlases and globes to identify the United Kingdom and its countries,as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational anddirectional language [for example, near and far; left and right], to describe the locationof features and routes on a map  | Understand the water cycleDevelop the knowledge of the Titanic’s maiden voyage through the use of maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Also use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UnitedKingdom and the wider world | Make a comparison between a town in our local area and another in the UK using use fieldwork to observe, measure, record and present the human and physicalfeatures in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| **Science challenge** | Evolution and inheritanceHave we always looked like this? | LightHow can you light up your life? | Animals including humansWhat would a journey through your body looklike? | ElectricityCould you be the next Nintendo apprentice?  | Living Things and their HabitatsCould Spiderman really exist? |
| **Writing genre** | BiographiesNarrative (Adventure stories)Grammar, Punctuation Spelling.  | NarrativesNon-Chronological ReportsGrammar, Punctuation, Spelling. | Non chronological reports (topic)Diary entriesGrammar, Punctuation, Spelling. | Newspaper reportsLetters of complaintNarratives- flashback storiesRecountsBiographiesGrammar, Punctuation, Spelling.Editing and improving work  | Reports- Balanced argumentsNarrativesNon-chronological reportsPoetry |
| **Text/Author** | Kensuke’s Kingdom Michael MorphurgoTo be used as a class novel and in some Guided Reading sessions. | A Monster Calls – Patrick NessHarry Potter and the Philosopher’s StoneTo be used as a class novel and in some Guided Reading sessions | The Kiss of Death Malcolm Rose  | Kasper the Titanic Cat- Michael Morpurgo.Titanic: True Stories of her Passengers, Crew and Legacy- Nicola Pierce / Spirit of the Titanic - Nicola Pierce  | Room 13Robert Swindells  |
| **Maths** | Place ValueFour Operations | FractionsGeometry – Position Direction and movement  | Decimals , Percentages and AlgebraMeasurement – converting units  | Perimeter, Area and Volume.RatioProperties of shape | SATS revision  | Problem solvingStatisticsInvestigations  |
| **Computing** | Communicating -Word/Power point reportsGreen ScreeningCoding Refresher (Espresso) | Coding Refresher (Espresso) | ResearchMore complex variables (Espresso) | Research More complex variables (Espresso) | Object properties (Espresso)  | Object properties (Espresso)  |
| **E-safety/Digital citizenship** | E-safety  | E-safety  | E-safety  | E-safety  | E-safety  | E-safety  |
| **Design & Technology** | Food technology: ingredients, according to their functional properties and aesthetic qualities – ration food. Baking Mayan bread and making Mayan hot chocolate  | Design and make a freedom quilt  | Design, build and evaluate a product with a purpose (a building to stop the plague & keep children safe in winter) | Design and make a Titanic or a lifeboat | Design and make a bag that can hold specific items |
| **Art** | Clay vessels  | **Collage** | Computer Art  |
| **Music** | Music and Arts (Bfd: LA)Vocal Coaching | Music and Arts (Bfd: LA)Vocal CoachingPreparing for performance  | Music and Arts (Bfd: LA)Vocal Coaching  | Music and Arts (Bfd: LA)Vocal Coaching  | Music and Arts (Bfd: LA)Vocal Coaching  | Music and Arts (Bfd: LA)Vocal CoachingPreparing for performance  |
| **P.E.** | Football | Netball  | Dance and Gymnastics | Team games  | Athletics/ sports day preparations  |
| **M.F.L French** | LET’S VISIT A FRENCH TOWN | LET’S GO SHOPPING | THIS IS FRANCE! | ALL IN A DAY | vocabulary revision and practice |
| **RE** | Why are there different beliefs about God? | Why are certain people, places and times sacred? | Why do people need to express their beliefs? |
| ***P.S.H.C.E.*** | Mental health and emotional wellbeingHealthy minds | Identity, society and equalityHuman rights | Drug, alcohol and tobacco educationWeighing up risk | Keeping safe and managing riskKeeping safe - out and about | Sex and relationships educationHealthy relationships / How a baby is made |
| **F.B.V** | Law and Tolerance for different cultural traditions | Democracy -Combatting discrimination | Distinguishing right from wrong | Self- esteem and confidence | Individual liberty | Law and Tolerance for different cultural traditions |