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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 extends  pupils’ chronological knowledge beyond 1066 | Investigate the time, place,  cause and effects of the Great  Plague. | 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, Northern  Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. | Study of the Slave triangle and 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 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 and  directional language [for example, near and far; left and right], to describe the location  of features and routes on a map | Understand the water cycle  Develop 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 United  Kingdom 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 physical  features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| **Science challenge** | Evolution and inheritance  Have we always looked like this? | Light  How can you light up your life? | Animals including humans  What would a journey through your body look  like? | Electricity  Could you be the next Nintendo apprentice? | | Living Things and their Habitats  Could Spiderman really exist? |
| **Writing genre** | Biographies  Narrative (Adventure stories)  Grammar, Punctuation Spelling. | Narratives  Non-Chronological Reports  Grammar, Punctuation, Spelling. | Non chronological reports (topic)  Diary entries  Grammar, Punctuation, Spelling. | Newspaper reports  Letters of complaint  Narratives- flashback stories  Recounts  Biographies  Grammar, Punctuation, Spelling.  Editing and improving work | | Reports- Balanced arguments  Narratives  Non-chronological reports  Poetry |
| **Text/Author** | Kensuke’s Kingdom Michael Morphurgo  To be used as a class novel and in some Guided Reading sessions  . | A Monster Calls – Patrick Ness  Harry Potter and the Philosopher’s Stone  To 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 13  Robert Swindells |
| **Maths** | Place Value  Four Operations | Fractions  Geometry – Position Direction and movement | Decimals , Percentages and Algebra  Measurement – converting units | Perimeter, Area and Volume.  Ratio  Properties of shape | SATS revision | Problem solving  Statistics  Investigations |
| **Computing** | Communicating -Word/Power point reports  Green Screening  Coding Refresher (Espresso) | Coding Refresher (Espresso) | Research  More 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 Coaching  Preparing 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 Coaching  Preparing 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 wellbeing  Healthy minds | Identity, society and equality  Human rights | Drug, alcohol and tobacco education  Weighing up risk | Keeping safe and managing risk  Keeping safe - out and about | Sex and relationships education  Healthy 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 |