



# Russell Hall Primary School Long-term planning

Class	6	Teacher	Miss L Gibson
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	<b><u>Autumn 1</u></b> <b>Who were the Mayans and what have we learnt from them ?</b>  <b><u>Historical focus</u></b>	<b><u>Autumn 2</u></b> <b>Why should the world be ashamed of slavery?</b>  <b><u>Historical focus</u></b>	<b><u>Spring 1</u></b> <b>What would a journey through your body look like?</b>  <b><u>Scientific focus</u></b>	<b><u>Spring 2</u></b> <b>Will you ever see the water you drink again?</b>  <b><u>Geographical focus</u></b>	<b><u>Summer 2</u></b> <b>I'm a Year 6 pupil, can you get me out of here?</b>  <b><u>Geographical focus</u></b>
<b>Significant person/ people</b>	Charles Darwin	Harriet Tubman	Edward Jenner	Thomas Andrews	David Hockney
<b>History challenge</b>	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
<b>Geography challenge</b>	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 water	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.
<b>Science challenge</b>	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?
<b>Writing genre</b>				Newspaper reports	Reports- Balanced arguments



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	Biographies Narrative (Adventure stories) Grammar, Punctuation Spelling.	Narratives Non-Chronological Reports Grammar, Punctuation, Spelling.	Non chronological reports (topic) Diary entries Grammar, Punctuation, Spelling.	Letters of complaint Narratives- flashback stories Recounts Biographies Grammar, Punctuation, Spelling. Editing and improving work		Narratives Non-chronological reports Poetry	
<b>Text/Author</b>	Kensuke's Kingdom Michael Morpurgo 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	
<b>Maths</b>	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
<b>Computing</b>	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)
<b>E-safety/Digital citizenship</b>	E-safety	E-safety	E-safety	E-safety	E-safety		E-safety
<b>Design &amp; Technology</b>	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	
<b>Art</b>	Pupils will learn how to improve their mastery of art and design techniques, including drawing with a range of materials [for example, pencil, charcoal]. Mayan Murals Arts week projects Benin Art Harry Potter themed portraits		Sculpture  Sketching and painting		<b>Digital art</b> Painting – watercolour Collage- textiles David Hockney study		
<b>Music</b>	Music and Arts (Bfd: LA)	Music and Arts (Bfd: LA)	Music and Arts (Bfd: LA)	Music and Arts (Bfd: LA)	Music and Arts (Bfd: LA)	Music and Arts (Bfd: LA)	



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	Vocal Coaching	Vocal Coaching Preparing for performance	Vocal Coaching	Vocal Coaching	Vocal Coaching	Vocal Coaching Preparing for performance
<b>P.E.</b>	Football	Netball	Dance and Gymnastics	Team games	Athletics/ sports day preparations	
<b>M.F.L French</b>	LET'S VISIT A FRENCH TOWN	LET'S GO SHOPPING	THIS IS FRANCE!	ALL IN A DAY	vocabulary revision and practice	
<b>RE</b>	Why are there different beliefs about God?		Why are certain people, places and times sacred?		Why do people need to express their beliefs?	
<b>P.S.H.C.E.</b>	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	
<b>F.B.V</b>	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