

Autumn 1 – Year 6																
	History - World War I	W	M	T	Geography – Spatial Sense	W	M	T	Science – The Human Body	W	M	T	Art – Art in the Italian Renaissance	W	M	T
1.	The causes of World War I				Latitude and Longitude				The circulatory system				Italy and rebirth			
2.	On land, at sea and in the air				The Arctic and Antarctic Circles				The heart				Influence of Greek and Roman art			
3.	Life on the Western Front				Time Zones				Blood				Showing humanity and the natural world			
4.	The Home Front				Map Projection				Blood Vessels				Anatomical drawings			
5.	The Consequences of the War				Maps of the World				Blood pressure and heart rate				Painting styles – sfumato, comparison of Leonardo and Michaelangelo			
6.									Changes to humans as we get older				Realism – linear perspective			
Autumn 2 – Year 6																
	History – The Suffragettes	W	M	T	Geography – British Geographical Issues	W	M	T	Science – Classification of Living Things	W	M	T	Art – Renaissance Architecture and Sculpture	W	M	T
1.	Democracy in the 19 th Century				Air Pollution				Classifying organisms				Dome design			
2.	The National Union of Women’s Suffrage Societies				Climate Change				Plant and animal cells				Relief sculpture			
3.	Emmeline Pankhurst and the WSPU				Waste				Fungi, protists, monera				Use of linear perspective in sculpture			
4.	The Anti-Suffrage Campaign				Litter				Taxonomy				Influence of classical sculpture			
5.	World War I and the Representation of the People Act				Local context				Latin names				Idealisation of human form			

6.								Vertebrates					Contrapposto			
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Spring 1 – Year 6																
	History – The Rise of Hitler and World War II	W	M	T	Geography – North America	W	M	T	Science – Electricity	W	M	T	Art – Victorian Art and Architecture	W	M	T
1.	The Armistice and the Treaty of Versailles				The Countries of North America				Brightness				Classical vs Gothic architecture			
2.	The Rise of the Nazi Party				Environmental Regions of North America				Buzzers							
3.	Life in Nazi Germany				Rivers in North America				Voltage							
4.	Kristallnacht and the Refugee Crisis				Cities in North America				Switches							
5.	The Second World War				Comparison of the UK and a region of North America				Simple circuits and symbols							
6.																
Spring 2 – Year 6																
	History- World War II and the Holocaust	W	M	T	Geography – South America	W	M	T	Science – Light	W	M	T	Art – William Morris	W	M	T
1.	World War Two				An introduction to South America				How light travels				Morris as an architect, designer, writer, businessman			

2.	The Battle of Britain and the Blitz				Past civilisations and empires				Our eyes				British Arts and Crafts movement			
3.	The Codebreakers at Bletchley Park				The Andes Mountains and the Atacama Desert				Light sources				Rejection of industrialisation			
4.	The Holocaust				Brazil (Agriculture and Industry)				Shadows				Influence of Medieval art and design			
5.	The Home Front				The Amazon Rainforest				Periscopes				Influence of Islamic design			
6.													Textile and wallpaper design, block printing and reduction printing			

Summer 1 – Year 6																
	History – The Cold War	W	M	T	Geography – Africa	W	M	T	Science – Reproduction	W	M	T	Art – Impressionism and Post-Impressionism	W	M	T
1.	The Cold War				The Continent of Africa				Asexual reproduction				Painting out of doors, landscapes, scenes from everyday life.			
2.	The Arms Race				Past civilisations and empires – Mansa Musa				Sexual reproduction in non-flowering and flowering plants				Influence of Japanese prints, expressing light and colour with rapid brushwork			

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Autumn 1 – Year 6																
	Music – Happy	W	M	T	Religious Education – A difficult harvest	W	M	T	Languages – Classroom items and school uniform	W	M	T	Computing – Communications and Collaboration	W	M	T
1.	To listen to pop/ neo soul and identify the indicators.				Knowledge: To know what difficulties there are with Harvest worldwide				New learning: learning the names of 6 classroom items .				To explain the importance of internet addresses			
2.	To sing in two parts to create a class performance, adding choreography.								New learning: learning the names of 7 garments of school uniform, extend by adding colour adjectives.				To recognise how data is transferred across the internet			
3.	Play instrumental parts using A, G & B.				Understanding: What are the causes of a ‘hard Harvest’? What is being done?								To explain how sharing information online can help people to work together			
4.	Improvise and compose using: C, E, G, A & B.												To evaluate different ways of working together online			
5.	Reflect on the genre covered and their emotional response.				Reflect: What can we do to prevent a ‘hard Harvest’?								To recognise how we communicate using technology			
6.	Recognise Happy as a pop song with a soul music sound a groove.												To evaluate different methods of online communication			
Autumn 2 – Year 6																
	Music – Classroom Jazz 2	W	M	T	Religious Education – Meaning of Christmas	W	M	T	Languages – Writing about yourself	W	M	T	Computing – Web page creation	W	M	T
1.	To listen and appraise Bacharach Anorak and Meet the Blues.				Knowledge: To know how Christmas is celebrated in different				New learning: introduction of more phonic sounds (plus actions) including				To review an existing website and consider its structure			

					way by people all over the world.				recapping on the vowels from Y4.							
2.	Play instrumental parts using the notes: C, D, E, F, G, A, B & C and C, Bb, G, F & C.								Consolidation: writing a short text about yourself including all sticky knowledge from Y3, Y4 and Y5 (including a description of school uniform).				To plan the features of a web page			
3.	Improvise in Bacharach Anorak using: C, D, E, F, G, A, B & C and C, Bb, G, F & C.				Understanding: Understand that each country/denomination has a slightly different view of what is festival means.				Intercultural learning: making paperchains covered in Spanish phrases and sentences plus reading a short descriptive text and then decorating a tree.				To consider the ownership and use of images (copyright)			
4.	Understand the vocabulary: Blues, Jazz, improvisation, timbre.													To recognise the need to preview pages		
5.	Know that Bacharach Anorak has a latin American groove.				Reflect: What does Christmas mean to people and the Christian community?								To outline the need for a navigation path			
6.													To recognise the implications of linking to content owned by other people			

Spring 1 – Year 6																
	Music – A New Year Carol- Benjamin Britten	W	M	T	Religious Education – Three pillars of lent/ What does it mean to be a Christian?	W	M	T	Languages – Rooms in the House	W	M	T	Computing – Variables in games	W	M	T
1.	Listen to classical music by Benjamin Britten and recognise style indicators.				Knowledge: To know that Lent has 3 pillars – Prayer, Fasting and Almsgiving				New learning: learning the names of eight rooms in the house.				To define a ‘variable’ as something that is changeable			
2.	To sing the song in its original style and the Urban Gospel version in unison.				Understanding: Discuss why people fast and the religious significant of fasting.				New learning: learning the names of six adjectives to describe the rooms in the house.				To explain why a variable is used in a program			
3.	To reflect on the genre covered and their emotional response.				Reflect: Understand some reasons why these were important features of the teaching of Jesus.								To choose how to improve a game by using variables			
4.	To know that Benjamin Britten was an English composer, conductor and pianist.				Knowledge: Know the various ways in which being a Christian can be defined, and how this differs between other religions and individuals.								To design a project that builds on a given example			
5.					Understanding: That there is probably no								To use my design to create a project			

					definitive description of a Christian, but that beliefs and actions in life feature heavily.												
6.					Reflect: What makes you a 'Byron Wood-er'? Is it simple turning up each day and wearing a uniform/what makes a good person?								To evaluate my project				
Spring 2 – Year 6																	
	Music – You've Got A Friend	W	M	T	Religious Education – Jihad	W	M	T	Languages – Household Items	W	M	T	Computing - Spreadsheets	W	M	T	
1.	Listen to pop music by Carole King – what style indicators can you hear?				Knowledge: Know what Muslims understand by the terms 'greater Jihad' and 'lesser Jihad'				New learning: learning the names of nine household objects and learning some prepositional language.				To create a data set in a spreadsheet				
2.	To sing in unison.				Understanding: Understand how Muslims are expected to carry out Jihad in their daily lives				Learning how to describe themselves and others (hair colour and eye colour) .				To build a data set in a spreadsheet				
3.	To play instrumental parts using: B, A & G and C, D, E & F.				Reflect: How do we fight greater and lesser evils in our own lives?								To explain that formulas can be used to produce calculated data				
4.	Improvise and compose using: E, G & A or E, G, A, C & D.												To apply formulas to data				

5.	Reflect on the genre covered and their emotional response.												To create a spreadsheet to plan an event			
6.	Carole King was employed in the '60s to write pop songs for artists to perform.												To choose suitable ways to present data			

Summer 1 – Year 6																
	Music – Music and Identity	W	M	T	Religious Education – Judaism and the Holocaust/ Reincarnation	W	M	T	Languages – Plan a trip to a Spanish speaking country.	W	M	T	Computing – 3D Modelling	W	M	T
1.	To listen to: Hip Hop, Classical, Electronic & Soul. What indicators can you hear?				Knowledge: How does Holocaust Memorial Day enable both Jewish people and many others remember not just events in World War 2 but other tragedies in the world?				New learning: names of different types of accommodation and writing an email to reserve some accommodation.				To recognise that you can work in three dimensions on a computer			
2.	<i>Consolidation:</i> Sing in unison and sing backing vocals. Follow				Understanding: To explore how the events of the				Using previous sticky knowledge of the names of Spanish				To identify that digital 3D objects can be modified			

	a leader when singing. Experience rapping and solo singing. Sing with awareness of being in tune.				Holocaust affected the Jewish faith and beliefs.				speaking countries, days of the week and months of the year to write their travel dates.						
3.	<i>Consolidation:</i> Play a musical instrument with the correct technique. Select an instrumental part that matches their musical challenge. Rehearse and perform a part.				Reflect: How did the Holocaust affect Jewish people and their beliefs?				Using previous sticky knowledge of the modes of transport, explaining how you will arrive at your destination.				To recognise that objects can be combined in a 3D model		
4.	Improvise using instruments in the context of a song to be performed.				Knowledge: Explain the meaning of reincarnation and that Hindus believe that life is a cycle of birth, life, death and rebirth.				Using a food guide, writing about some typical food you will try during your stay.				To create a 3D model for a given purpose		
5.	Reflect on the genre covered and identify the emotional response.				Understanding: Hindus believe in Karma. The idea that every action, there is a reaction or consequence.								To plan my own 3D model		
6.	Research history of identified songs, genres and composers. (See planning document).				Reflect: Explore what it means to have a 'good' or 'bad' life. Explore can I do make sure that I am living a good life (good or bad karma).								To create my own digital 3D model		

Summer 2 – Year 6																
	Music – Reflect, Rewind and Replay	W	M	T	Religious Education – The Path of Enlightenment/ Vaisakhi	W	M	T	Languages – All About Me	W	M	T	Computing – Sensing Movement	W	M	T
1.	Listen to styles of music covered this year. Identify instruments, voices, pulse, rhythm, tempo, dynamics, song meaning and pitch.				Knowledge: Know about the ‘Eightfold Path’ to enlightenment.				An introduction to verb conjugation (regular –ar verbs in the present tense).				To create a program to run on a controllable device			
2.	Sing different genres and appraise performance.				Understanding: understand that the Eightfold Path is concerned with knowing yourself and the world around you.				Transition task: completing an ‘all about me’ activity using dictionaries.				To explain that selection can control the flow of a program			
3.	Play tuned instruments of up to four notes and non-tuned instruments following rhythm and pulse.				Reflect: How do we learn about ourselves? How we learn about learn world around us?				Re-cap of learning and sticky knowledge from Y3-Y6.				To update a variable with a user input			
4.	Improvise using: C,D & E. Compose a melody using: C, D & E or C, D, E, G & A.				Knowledge: Vaisakhi is a Sikh festival. Itcelebrates the harvest, the Sikh New Year an the founding of the Sikh community, known as the Khalsa.								To use a conditional statement to compare a variable to a value			

5.	Understand the vocabulary covered this year.				Understanding: Explore how the actions of Guru Gobind Singh, made the Khalsa.								To design a project that uses inputs and outputs on a controllable device			
6.	Reflect on the genres covered this year and identify their emotional responses.				Reflect: Reflect on what it means to be a member of a faith community, communicating their own and others responses.								To develop a program to use inputs and outputs on a controllable device			

D&T – Year 6			
	1. Transport Tomatoes Down A Hill	2. Make Anderson Shelters	3. Ration Recipes
1.	Use research and develop design criteria to inform the design of innovative, functional products that are fit for purpose aimed at particular groups.	Select from and use a wider range of tools and equipment to perform practical tasks accurately.	Understand and apply the principles of a healthy and varied diet.
2.	Select from and use a wider range of materials and components including construction materials according to their functional properties.	Select from and use a wider range of materials and components, including construction materials and textiles	Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
3.	Investigate and analyse a range of existing products.	Apply their knowledge of how to strengthen and stiffen more complex structures	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
4.	Understand how key events in design and technology have helped shape the world.		
5.	Understand and use mechanical systems in their products - pulleys		
6.			