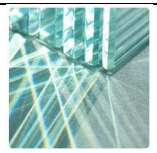
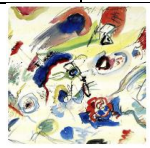
YEAR 6 – Long Term Plan 2023-2024

<table>
<tr><th></th><th colspan="3">AUTUMN TERM</th><th colspan="3">SPRING TERM</th><th colspan="3">SUMMER TERM</th></tr>
<tr><td rowspan="5">Driver Project</td><td rowspan="5">  <br>Britain at War</td><td>Memorable experience</td><td>War museum</td><td rowspan="5">  <br>Frozen Kingdoms</td><td>Memorable experience</td><td>Polar expedition</td><td rowspan="5">  <br>Maafa</td><td>Memorable experience</td><td>Exploring Africa today</td></tr>
<tr><td>Innovate Challenge</td><td>Memorial books</td><td>Innovate Challenge</td><td>Discovering the Arctic</td><td>Innovate Challenge</td><td>Inspirational black Britons</td></tr>
<tr><td>Geography</td><td>Place and interconnections; Maps</td><td>Geography</td><td>Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism</td><td>Geography</td><td>Africa – countries, land use, natural resources, location, settlements, population, climate and physical features</td></tr>
<tr><td>History</td><td>First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain</td><td>History</td><td>Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic</td><td>History</td><td>Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marriage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism</td></tr>
<tr><td>Science</td><td>Classifying living things; Classification keys; Adaptation; Investigations</td></tr>
<tr><td rowspan="2">English</td><td colspan="8">English – lesson content is derived using resources from The Write Stuff, Literacy Shed and Talk 4 Writing</td></tr>
<tr><td colspan="2">NARRATIVE DESCRIPTION – Paperman<br><br>LETTERS – WWI letters home<br>POETRY - In Flanders Fields</td><td colspan="2">BLACKOUT POETRY – The Blitz<br><br>NARRATIVE (including dialogue) – Letters from the Lighthouse<br>INSTRUCTIONS: What to do in an air raid</td><td colspan="2">NON-CHRONOLOGICAL – Artic/Antarctic Animals<br><br>NARRATIVE (figurative language) – The Storm</td><td>HISTORICAL REPORT – The RMS Titanic<br><br>PERSUASIVE BROCHURES – Set Sail on The Titanic</td><td>JOURNALISTIC WRITING – Fairy tale News<br>DIARY/LETTER WRITING – Informal and formal writing</td><td>NARRATIVE (including dialogue) – holes by Louis Sachar<br><br>PLAYSCRIPTS – Reading and performing</td></tr>
</table>

| | | | | | | |
|---|---|---|---|---|---|---|
| **Maths** | **WRM – Autumn** | Block 1: Number – Numbers beyond 20, Positive numbers;<br>Block 2: Number – Addition methods, Subtraction methods, Problems (addition and subtraction), Estimating and checking, Problems (multiplication and division), Multiplication methods, Division methods, Multiplication, Division;<br>Block 3: Number – Equivalence, Counting and calculating with fractions, Addition with fractions, Subtraction with fractions, The four operations and fractions;<br>Block 4: Geometry – Position, direction and coordinates | **WRM - Spring** | Block 1: Number – Recognise, order and compare decimals, Fractions, decimals and percentages, Problems (Decimals and percentages);<br>Block 2: Number – Fractions, decimals and percentages;<br>Block 3: Number – Algebra;<br>Block 4: Measurement – Converting units;<br>Block 5: Measurement – Problems (measurement), Volume and capacity, Area;<br>Block 6: Number – Ratio;<br>Block 7: Statistics – Construct, read and interpret, Problems (statistics), Pie charts | **WRM - Summer** | Block 1: Geometry – Angles, Shape |
| **Science** |  <br>**Circulatory System** |  <br>**Light Theory** |  <br>**Electrical Circuits and Components** |  <br>**Evolution and Inheritance** | | |
| | Bodily systems; Circulatory system – role and main parts; Heart – structure and function; Blood – components and functions; Blood vessels – structure and function; Measuring heart rate; Proving a hypothesis; Heart rate investigation; Classifying foods; Effects of smoking, alcohol and drugs; Heart rate recovery investigation; Working scientifically – Identifying and classifying, Comparative test, Pattern seeking, Research | Light facts; How light travels; Light, sight and the human eye; Visible light; Perceiving colour; Shadows; Reflections; Plane, concave and convex mirrors; Measuring light; Refraction; Working scientifically – Identifying and classifying, Comparative tests, Pattern seeking, Research | Series circuits; Circuit components; Recognised circuit symbols; Investigating circuit components; Electric current; Voltage; Researching cells and batteries; Investigating voltage changes; Working scientifically – Identifying and classifying, Pattern seeking, Comparative test, Research<br><br>Computing objectives;<br>Programming; Animating LEDs; Introducing repeats; Sensors and monitoring | Five kingdoms, microorganisms and viruses; Classifying fossils; Theory of evolution and evolutionary tree diagrams; Inheritance and variation – continuous and discontinuous variation; Natural selection and survival of the fittest; Adaptations in birds' beaks; Adaptations in plants; Artificial selection; Testable hypothesis; Working scientifically – Identifying and classifying, Comparative test, Pattern seeking, Research | |
| **A&D** |  <br>**Distortion and Abstraction** | |  <br>**Inuit Art** | |  <br>**Environmental Artists** | |
| | Abstract art; Abstraction by line, colour and shape; Significant artists – Pablo Picasso, Robert Delaunay and Sonia Delaunay; Orphism | | Printmaking; Carving | | Environmental art; Recycled, reused and repurposed materials | |
| **Computing** | **Computing – lesson content is derived from D.A.R.E.S.Computing** | | | | | |
| | AR & VR: Interactive VR | COMPUTER NETWORKS: HTML | PRESENTATIONS: App Prototype | PROGRAMMING: Microbit Sensors | PROGRAMMING: Tinkercad | ARTIFICIAL INTELLIGENCE: Machine Learning for Kids |

| | | | | | | |
|---|---|---|---|---|---|---|
| **D&T** |  **Make Do and Mend** | Investigating clothing; Sewing – running stitch, whip stitch and blanket stitch; Repairing clothes; Making products from recycled materials |  **Engineer** | Significant engineers and bridges; Features of bridges; Strengthening techniques; Iterative design; Building prototypes |  **Food for Life** | Whole foods; Processed foods; Making healthy meals; Hygiene and safety |
| **French** | **French – lesson content is derived from Twinkl Premium Resources** | | | | | |
| | Unit 1: Let's visit a French Town | Unit 2: Let's go Shopping | Unit 3: This is France | Unit 4: All in a Day | | |
| **Geography** |  **Our Changing World** | Features of Earth including the Arctic and Antarctic Circles; Time zones, Latitude and longitude; Map scale; Grid references, contours and symbols; Climate change, extreme weather and people; Worldwide trade; Natural resource management; Road safety; Fieldwork; Settlement patterns; Local enquiry | | | | |
| **History** | *History covered in driver project* | | *History covered in driver project* | | *History revision and retrieval practice* | |
| **Music** |  **Music – lesson content is derived from Kapow Primary** | | | | | |
| | Songs of WW2 | Holi Festival (Composition to represent the festival of colour) | Film music | Fingal's Cave (Dynamics, pitch and tempo) | South and West Africa | Composing and performing a Leavers' Song |
| **PE** |  **PE – lesson content derived from Greenacres/TeamThemeKent Resources** | | | | | |
| | Tennis<br>Tag Rugby | Gymnastics<br>Netball | Dance<br>Hockey | Junior Multi Skills<br>Basketball | Athletics<br>Rounders | Cricket<br>Tri Golf |
| **PSHE** |  **PSHE – lesson content derived from Jigsaw** | | | | | |
| | Jigsaw Piece 1<br>– Being Me | Jigsaw Piece 2<br>– Celebrating Difference | Jigsaw Piece 3<br>-Dreams and Goals | Jigsaw Piece 4<br>-Healthy Me | Jigsaw Piece 5<br>-Relationships | Jigsaw Piece 6<br>-Changing Me |
| **RE** |  **RE – lesson content derived from Kent SACRE Curriculum** | | | | | |
| | Unit U2.6 What does it mean to be a Muslim in Britain today? (PART 2) | Unit U2.9 What can be done to reduce racism? Can religion help? | Unit U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? | Unit U2.3 What do religions say to us when life gets hard? | | |