thumbnail.jpgPerry Hall Primary School

Long Term Planning 2020 - 21

Year 6

Knowledge and skills objectives

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|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic title** | **Recovery** | **Ancient Civilisations** | | **Dictators** | | **Transitions / Relationships** | |
| **Key question** |  | | What secrets does the Amazon rainforest hold? | How have dictators changed the world? | | How can we manage change? | |
| **Visits/visitor/residential**  **(date and place/person)** |  | | Cadbury World (Mayans) | RAF Cosford | | Local area walk | |
| **Books that link** | The Tin Forest  Titanium (animation)  Bear Grylls – Gold of the Gods | | **Bear Grylls – Gold of the Gods**  Pongo (rainforest images)  The Great Kapok Tree (rainforests)  The Sharman’s Apprentice (non-core/Science)  Viking Boy – Tony Bradman  Non-fiction Viking books | **Hunger Games – Suzanne Collins**,  **Macbeth – Shakespeare**  Letters from the Lighthouse – Emma Carrol (history/non-core)  Rose Blanche <https://www.history.org.uk/primary/categories/315/module/7836/global-learning-programme/7843/rose-blanche> | | Rock, Paper, Scissors (animation)  Francis (animation)  Own narrative | |
| **Subjects** |  | |  |  |  |  |  |
| **Science** | Recap: Year 5 Space Recovery. The solar system and the relationship between sun, moon and Earth | | Living things and their habitats – classification and microorganisms | Electricity – link to WW2 history (create a working circuit) | Light | Evolution and inheritance | Animals inc humans – circulatory system |
| **Geography** | Year 5 recovery: countries in Europe and North America  Extreme terrains – mapping, locating and comparing extreme climates around the world. | | Locate Mayans on a world map and compare to modern day countries and cities; Mayan trade – exports and routes. | WW2 invasion mapping – countries of allies and axis powers. Allocation of countries boundaries after the war. | | Local study change - Land use maps – OS maps. | |
| **Art** | Tin Forest Recovery Art  Year 5 Recap: Planets and stars – to improve their mastery of art and design techniques - painting | | Rousseau rainforest paintings  Viking art – comic book Vikings (Jack Kirby) | Propaganda posters – HG and WW2.  Mockingjay – patterns – ARTIST? | | Eco art – products that are made locally – using these to collage and create own piece.  Sculpture trail of Wednesfield – follow, look at inspiration, create own sculpture. <http://www.wednesfieldart.co.uk/> | |
| **D&T** | Year 5 Recovery – Sun dials to link with Space and sun/earth relationship | | Design, make and evaluate packaging for Mayan trade product (e.g. cacao, jade, feathers).  Design, make and evaluate Viking house – compare to Mayan homes. | Design, make and evaluate combative clothing.  Plan, design and evaluate a lighthouse. | | Residential – design, make and evaluate their own shelter. | |
| **Music** | CHARANGA | | CHARANGA  Viking throat singing / beatboxing. | CHARANGA  Hanging tree – perform and compose remix. | | CHARANGA | |
| **PE** |  | |  |  | |  |  |
| **PSHE** | Year 5 Recovery: to recognise what constitutes a positive healthy relationship and develop the skills to form and maintain positive and healthy relationships | |  |  |  |  |  |
| **Computing** | PURPLE MASH | | PURPLE MASH | PURPLE MASH | PURPLE MASH | PURPLE MASH | PURPLE MASH |
| **History** | Recap: Year 5 recovery – The Space Race.  Begin to identify primary and secondary sources  Compare and contrast our knowledge of space now to that in Ancient Greece and how that is used. | Predominantly focusing on the Mayans and the rainforest.  **Non-European study and the contrast with British history** - **Mayan (1800BC – 1500AD) and the Vikings (450AD-1066AD)**  Why were the Mayans? How did the Mayans sustain their empire? How did Mayan life compare to that in Europe at the same time? (Tudors)    *Build on Y3 previous learning from Vikings – compare to Mayan civilization* | | Study or aspect of theme in British history that extends pupils chronological knowledge beyond 1066 – **WW2** **(1939 – 1945AD)**  HG – dictatorships/democracy comparison to past and modern.  Life in Nazi Germany, compare to life in UK 1940s – history of WW2 (plot events chronologically). | | Local history – how the local community has changed and developed over the years (Ashmore Park, Wednesfield High Street, Canal usage) | |
| **RE** | Year 5 Recovery: Science VS Religion | | Mayan – creation and the Earth – comparison to other religions.  SACRE 2.12 – what can we learn about religions from temptation? | Jewish religion – beliefs and how differ from others.  SACRE 2.11- Hindu, Muslim and Jewish prayer | | Local area religions – comparing religions and religious buildings.  SACRE 2.14 – Can Christian Aid / Islamic Relief change the world? | |
| **MFL** | Spanish programme | | | | | | |
| **Opportunities for outdoor learning** |  | |  |  |  |  |  |