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| **YEAR 6 TOPIC MAP**  I’m a Year 6 pupil can you get me out of here? | **GEOGRAPHY / HISTORY**  **PG: physical geography**  **HG: human geography** | **ARTS** | **PSHE** |
| **Cross-Curricular literacy:**  ***Research possibilities:***  **LC3 –** Explain why Newcastle exists and what would have brought people to live there in the first place and why do people live there today? *(Could produce a ‘Persuasive’ leaflet)*  Do some discussion / debate / persuasive work related to the Rules in school and how they relate to British Values – The Rule of Law.  **Cross-Curricular maths**  Pupils will cover ‘time zones’ *(timetable work – flights)* in both Yr 6 maths and also in Science *(rotation of the Earth)*  ***Measurement possibilities:***  **LC1&2**  Create bird eye view map of the school & the immediate area around your school.  **LC4 &5** Use an OS map & compass point directions to help someone plan a route between two local points – including finding the way home from a location within 50 miles.  **LC7** Plan a trip to a European city to include cost and time? | **GE**:   * Use maps, aerial photos, plans and web resources to describe what a locality may be like. * Confidently explain scale and use maps with a range of scales. * Use OS maps to answer Qs. * Choose best ways to collect needed information (including units). * Make careful measurements and analyse data.   ***Extn – Self select appropriate resources to answer Qs***  **PG**:   * Use 4 figure grid references accurately * Can accurately create sketch maps when doing fieldwork. * Give extended descriptions of the physical features of different   locations in the UK (& the world).   * Describe how places are similar and different in relation to their human features.   ***Extn – Plan a journey to another part of the world which accounts for ‘time zones***  **HG**:   * Map land use with their own criterion (symbols & geographical description)   ***Extn – Explain how human activity has caused an environment to change***  **GK**:   * Recognise key symbols on OS maps and explain how time zones work (Maths) * Identify the Tropics of Cancer & Capricorn and also the Arctic & Antarctic circles. * Identify the largest desert (& others) in the world – environments.   ***Extn – Name the main lines of latitude and meridian of longitude.*** | **MUSIC:** throughout the year music tuition will be carried out on a weekly basis by Mr D. Milner a specialist music teacher. The pupils will focus on learning trumpet skills and work on attaining a ‘Bronze’, ‘Silver’ & if possible the ‘Gold’ music awards *(very difficult to attain all 3 in a singular academic year).*  During this they will focus on many aspects of music including: reading music, composing and interpreting music, learning about the different genres and eras of music over time and performing publically to different audiences.  **ART & DESIGN:**  DT Children to research and explore how portraits have changed through art. They make observational drawings of their own faces and then use the techniques they have learned, including digital imaging, to create conceptual portraits about themselves and their interests - recording the creative process in their sketchbooks.  **Creative Art Link:**  **LC6** From the photographs you have taken of the immediate area, can you create a painting using water colours or acrylics? | * Understanding that identity is affected by a range of factors, including positive sense of self. * Making informed choices * school rules about health and safety, basic emergency aid procedures, where and how to get help * to realise the nature and consequences of discrimination, teasing, bullying * resolve disputes and conflict through negotiation and appropriate compromise * that their actions affect themselves and others * why & how rules affect themselves & others * that there are different kinds of responsibilities, rights and duties at home, at school   **Which rules should we have in school?**  Involve some debate and persuasive literacy based work.  *NB. These PSHE plans have been listed in the numbered Topic sections but may move to a different part of the year due to what works well with the other curricular subjects.* |

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| **YEAR 6 TOPIC MAP**  Who were the Mayans and what have we learnt from them? | **History** | **ARTS** | **PSHE** |
| Opportunities for children to carry out research throughout unit.  Children produce an information text about the Mayans  **Cross-Curricular literacy:** opportunities for  children to carry our their own research and to  present their findings in a range of interesting  ways which may involve ICT.  **Texts:**  **Cross-Curricular maths:** provides opportunities for children to use their measurement skills. | **KS2 History** – A non-European society that provides contrast with British history. Mayan civilisation around 900 AD  Chronological understanding:  • Say where a period of history fits on a timeline  • Place a specific event on a timeline by decade  • Place features of historical events and people form past societies and periods in a chronological framework  Knowledge and understanding  • Summarise the main events from a specific period in history, explaining the order in which key events happen  • Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently  • Describe features of historical events and people form past societies and periods they have studied  • Recognise and describe differences and similarities/changes and continuity between different people of history  Historical enquiry  • Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint  • Identify and explain their understanding of propaganda | **ART/DT:**  Provide opportunities for children to design and make pyramids in the style of the Mayans  To use a range of information to inform their design. To use market research to inform plans. To work within constraints.  Follow and refine their plan if necessary. Justify their plan to someone else.  Consider culture and society in their designs.  Use tools and materials precisely  Change the way they are working if needed.  Test and evaluate their final product. Is it fit for purpose? What would improve it? Would different resources have improved their product? Would they need more or different information to make it even better? | EU ….why and how rules and laws that protect themselves and others are made and enforced.  Understand why different rules are needed in different situations and how to take part in making and changing rules- ‘Democracy’.  **How can we make sure that pupil’s ideas are respected?**  Exploring pupil voice |

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| **YEAR 6 TOPIC MAP**  Will you ever see the water you drink again? | **GEOGRAPHY / HISTORY**  **PG: physical geography**  **HG: human geography** | **ARTS** | **PSHE** |
| **Cross-Curricular Literacy**  Opportunities for children to use their persuasion skills when making cases for cleaner water**.**  Water poetry  **LC1** Why is water a major necessity in any village, town or city?  **LC2** How does rainwater form in the first place?  **LC3** Why do some places go for a long time without rain and others have too much rain?  **LC4** How is water used to help provide energy to many places? | **Geographical enquiry**  Choose the best way to collect information needed and decide the most appropriate units of measure.  Make careful measurements and use the data  Use maps, aerial photos, plans and web resources to describe what a locality might be like.  **Physical Geography**  Give extended description of the physical features of different places around the world.  Describe how some places are similar and others are different in relation to their human features.  **Human Geography**  Give an extended description of the human features of different places around the world.  Describe how some places are similar and others are different in relation to their physical features.  **Geographical Knowledge**  Recognise key symbols used on ordnance survey maps.  Name the largest desert in the world.  Identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles. | **ART & DESIGN:**  Self- portraits beginning with a traditional style drawing of themselves and developing this into a conceptual self-portrait using ICT and mixed media   * create mood in their artwork * communicate emotion * explain why specific techniques have been chosen. * To identify who influences their art work. * To adapt and refine work. | **LOVE WISE:**  A specialist unit delivered by specialist consultants (both medically and professionally qualified) regarding growing up.  It covers the pupils’ transition from pre-teens to teenagers in terms of emotions, hormones and physicality.  Also relates to their transition at the end of year 6 to Secondary education.  **Prejudice: all children are liars/thieves etc.**  How do you know who I am?  Can we make judgements about a group of people? |
| **YEAR 6 TOPIC MAP**  Were the Vikings always victorious and vicious? | **HISTORY** | **ARTS** | **PSHE** |
| **Cross-Curricular literacy:**  Opportunities for children to carry out their own research.  **Cross-Curricular maths:** use their mathematical skills to work exact time scales and differences as need be. | KS2 history. The Vikings and the Anglo-Saxon struggles for the kingdom of England  Chronological understanding:  • Say where a period of history fits on a timeline  • Place a specific event on a timeline by decade  • Place features of historical events and people form past societies and periods in a chronological framework  Knowledge and understanding  • Summarise the main events from a specific period in history, explaining the order in which key events happen  • Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently  • Describe features of historical events and people form past societies and periods they have studied  • Recognise and describe differences and similarities/changes and continuity between different people of history  Historical enquiry  • Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint  • Identify and explain their understanding of propaganda  • Describe key events from Britain’s past using a range of evidence from different sources | **ART & DESIGN:**  During Y6 children should design and make a Viking long boat. This follows a period of research in the first instance.  During LC7 children should research in the first instance and then design and make a Viking style meal.  Explain how their reason.  Set out to grow their own products with a view to making a salad, taking account of time required to grow different foods.  Justify what they selected specific materials.  To work within a budget. | **Persuasive advertising**  Using the truth, or parts of the truth to persuade – **are we able to spot this and be aware of the influence?**  *NB. These PHSE plans have been listed in the numbered Topic sections but may move to a different part of the year due to what works well with the other curricular subjects.*  Think about ‘enterprise’ and the skills that make someone ‘enterprising’. |
| **YEAR 6 TOPIC MAP**  Ready, steady, Go! | **HISTORY and GEOGRAPHY** | **ARTS** | **PSHE** |
|  | **CHRONOLOGY:**   * use dates and historical language in their work * draw a timeline with different time periods outlined * describe historical events from the different period/s they are studying/have studied   **KNOWLEDGE & INTERPRETATION**   * make comparisons between historical periods; explaining things that have changed and things which have stayed the same * describe historical events from the different period/s they are studying/have studied * appreciate that significant events in history has helped shape the country we have today   **HISTORICAL ENQIURY**   * test out a hypothesis in order to answer a question * appreciate how historical artefacts has helped us understand more about British lives in the past and present. | **ART & DESIGN:**  The children will explore the representation of movement in art, and investigate the way that ‘action’ is represented in Films, Advertising and Comic strip - analysing the way that graphic artists use composition - ‘close-ups’, foreshortening, cropped figures and dynamic angles to create drama; and strong contrasts of light and dark to create mood. The children will use what they have learned to create their own black and white graphic image or cinematic story-board.   * organise line, tone, shape and colour to represent figures and forms in movement * include technical aspect in work. * Explain why techniques have been chosen | Loans.  ***Is it worth “borrowing” when I don’t have enough money?***  Working out interest for children desire |
| **YEAR 6 TOPIC MAP** Moving on up. *(Much of this session will be focussed on preparation for their transition to secondary education)* | **HISTORY** | **ARTS** | **PSHE** |
| **Cross-Curricular literacy:**  Opportunities for children to carry out their own research. | The completion of the topic work started earlier in the term regarding the Vikings and the struggles of England to retain its Anglo-Saxon roots.  Year 6 will then change their focus so that they can dedicate time to prep and practice for the ‘Leaver’s Service’. | **ART & DESIGN:**  Following on from their work on portraits the children will use ICT to create a montage of themselves, their hopes and their aspirations, that could be shown at the final Assembly and / or sent on to their new schools   * express their emotions accurately through their work | **How do I feel about moving to secondary?**  Managing transition to secondary, plan of action, checking understanding about what will happen/ what is required |