

Unit title: HEROES YEAR 6 Duration: 7 WEEKS AUTUMN 1	LITERACY GENRES		READING ENHANCEMENT
	Classic Fiction: <i>War Games, Michael Foreman</i> (3 weeks) Classic Narrative Poetry: <i>Dolce Et Decorum Est Anthem for Doomed Youth In Flanders Fields</i> (1 wk) Autobiography/Biography: <i>Women in Science [Babcock], Rachel Ignatofsky</i> (3 weeks)		<i>Stay Where You Are and Then Leave, John Boyne</i>
PROGRAMMES OF STUDY			
SCIENCE	HISTORY	GEOGRAPHY	
PHYSICS – ELECTRICITY - Know how bulb brightness or volume of a buzzer relates to the number and voltage of cells used. - Compare how and give reasons components in a circuit function including bulbs, buzzers and switches. - Know the difference between series and parallel circuits. - Know how buzzers are used to create sirens. - Use recognised symbols when representing circuit diagrams.	WW1 1914-1918 - Know that WW1 is a key event in British history and place the war and its significant events on a timeline - Explore ‘wars through time’ (Civil War and War of the Roses) and the impact on the local area - Investigate the cause of the WW1, the war years (including world leaders)and why it lasted so long - Explore the role of the British Empire and the significance of the Triple Alliance and Triple Entente - Analyse what life was like on the ‘front line’ and in the trenches and the impact (trench foot/fever, poisons, shell shock etc) - Use secondary sources to understand what life was like from a family’s perspective e.g air raid shelters, shops, rationing, evacuation, travel, food, drink, school, clothing and the effect on the ‘women left behind’. - Use secondary sources to understand the impact of propaganda in the recruitment process - Know how the war ended and the significance of remembrance day	EUROPE - Locate the world’s countries, using maps to focus on Europe (including the location of Russia concentrating on their environmental regions, key physical and human characteristics, countries and major cities - Find and identify the countries involved in the triple entente and triple alliance. - Use symbols and arrows to demonstrate the movement of alliances during the war - Explore the human geography during the war: land use, trade links, distribution od natural resources - Use the eight point compass, four and six figure grid references, symbols and keys to build their knowledge of the UK and wider world	
RELATIONSHIPS & HEALTH	COMPUTING	RELIGION	
CHILD SEXUAL EXPLOITATION (LOVE ROCKS 2&3) - Know what the term ‘grooming’ means - Know how a ‘groomer’ starts to target and choose - Understand that ‘groomers’ form friendships and build trust, leading to control and isolation - Know how to identify risk - Know how to reduce risks - Know where to go for support	E-SAFETY - Know how to protect my password and other personal information. - Explain the consequences of sharing too much about myself online. - Support my friends to protect themselves and make good choices online, including reporting concerns to an adult. - Explain the consequences of spending too much time online or on a game. - Explain the consequences to myself and others of not communicating kindly and respectfully. - Protect my computer or device from harm on the Internet.	CHRISTIANITY / HINDUISM /NON-RELIGIOUS- RESILIENCE - Describe ways in which religions guide people in how to respond to good and hard times in life - Identify beliefs about life after death in Christianity and Hinduism, comparing and explaining similarities and differences - Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) - Give examples of ways in which beliefs about resurrection/ judgement/ heaven/ karma/ reincarnation make a difference in how someone lives - Interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these - Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own	

Unit title: EXTREME EARTH YEAR 6 Duration: 7 WEEKS AUTUMN 2		LITERACY GENRES Stories with flashbacks: <i>Harry Miller's Run, David Almond</i> (3 Weeks) Journalistic Writing: <i>Flood [Babcock], Alvaro F Villa</i> (3 weeks) The Power of Imagery Poetry: <i>Earth Verse [Focus], Sally M Walker</i> (1 week)	READING ENHANCEMENT <i>Flood [Babcock], Alvaro F Villa</i>
PROGRAMMES OF STUDY			
SCIENCE	ART	GEOGRAPHY	
PHYSICS – LIGHT - Consider how climate change can affect seasonal change. - Know how light travels. - Know how we see objects. - Explain reflection and refraction of light. - Explore a range of phenomena including rainbows.	DRAWING & PAINTING - Interpret the artwork of Hokusai and use it as a stimulus for own work - Understand how a variety of media, tools and techniques can be matched to own ideas and intentions - Use line and shape to depict physical movement in water - Select appropriate techniques to portray water, waves, crests and sea foam - Select a range of media to depict the colour and tone of water - Select appropriate tools to add detail, shape and line to an image	EXTREME WEATHER PHENOMENA - Investigating a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes, tornadoes & the effects these can have on people and the landscape. - Finding out about the Earth's tectonic plates and how these move to create earthquakes. Exploring areas of the globe that are prone to earthquakes because of fault lines. Exploring examples of earthquakes and the effects they had on people and the landscape - Using a map to identify the location of earthquakes around the world - Finding out how tsunamis are caused by earthquakes under the sea bed. Exploring the effects of tsunamis on people and the environment- Investigating the Indian Ocean tsunami of 2004 - Exploring the effects of natural disasters on people and communities - Exploring how aid agencies and charities respond to natural disasters and ongoing issues of famine and drought - Exploring what individuals can do to help those affected by natural disaster, famine and drought	
COMPUTING	DESIGN TECHNOLOGY	RELIGION	RELATIONSHIPS AND HEALTH
PROGRAMMING - Deconstruct a problem into smaller steps, recognising similarities to solutions used before. - Explain and program each of the steps in an algorithm. - Evaluate the effectiveness and efficiency of algorithms while continually test the programming of that algorithm. - Use a variable and operators to stop a program. - Use different inputs (including sensors) to control a device or onscreen action and predict what will happen. - Use logical reasoning to detect and correct errors in algorithms and programs.	FOOD TECHNOLOGY - Explore traditional dishes and the components involved (Christmas Dinner) - Understand seasonality and how this effects foods that are available - Use research methods to identify food preferences and choices in preparation for a dish - Select from and use a wide range of tools, equipment and ingredients - Prepare and cook a dish using a range of cooking techniques (roast & boiling) - Alter methods, cooking times and temperatures - Evaluate their ideas and products using their own design criteria - Consider the views of others to improve their work	CHRISTIANITY-THE MESSIAH - Explain the place of Incarnation and Messiah within the 'big story' of the Bible and the Gospel stories of Christmas - Identify Gospel and prophecy texts, using technical terms. - Explain connections between biblical texts, Incarnation and Messiah, using theological terms. - Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. - Share views on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible - Analyse how far the idea of Jesus as the 'Messiah', a Saviour from God, is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	NSPCC Speak out Stay Safe Programme Assembly and Workshops Y5/ 6 - Know there are different types of abuse - Know how to identify when something 'is not right' - Know the trusted adults they could talk to if they're worried, both in school and out of school. - Know what Childline is and how they can get in contact if they're worried or need to talk.

Unit title: MARVELLOUS MARVELLOUS Duration: SPRING TERM	LITERACY GENRES		READING ENHANCEMENT	
	Explanations: Extreme Animals [Babcock], Nicola Davies (2 weeks) Detective Stories: The Falcon's Malteser, Anthony Horowitz (3 weeks) Formal/Impersonal Writing: Babcock persuasive texts (2 weeks) Authors & Texts: Wonder, R.J. Palacio (3 weeks)		King of the Cloud Forest, Michael Morpurgo	
PROGRAMMES OF STUDY				
SCIENCE 1	SCIENCE 2		GEOGRAPHY	
BIOLOGY - LIVING THINGS AND THEIR HABITATS - Research the work of Carl Linnaeus, a pioneer for classification. - Give reasons for classifying plants and animals based on specific characteristics. - Classify living things into groups according to observable characteristics including micro-organisms, plants and animals. - Define adaptation and explore how mountain animals and plants have adapted to suit their environment (Mt Everest & Ben Nevis).	BIOLOGY- EVOLUTION AND INHERITANCE - Recognise that things have changed overtime and that fossils provide information about living things that inhabited the earth millions of years ago. - Know the process of fossilisation. - Explore the work of palaeontologist (such as Mary Anning and Charles Darwin has developed his ideas of evolution). - Know what inheritance is and how it links to genetics (offspring producing the same kind through reproduction). - Identify how adaptation may lead to evolution. - Know how animals and plants are adapted to suit their ever-changing environment. - Know how adaptation may lead to evolution.		- Know how mountains are formed and the definition of a mountain - Locate of world's major mountain ranges by continent and country using maps, plans and globes - Learn the names and locations of some of the world's most famous mountains - Investigating a the physical and human features of Mount Everest (height, location, climate, land patterns) - Investigate why it is that mountains have their own climate - Exploring climate data for Ben Nevis and Everest and compare - Interpreting the impact of a mountain climate on the mountain environment - Explore why mountains such popular tourist destinations - Discuss the positives and negatives of tourism in mountain environments: economy, transport, pollution, danger to wildlife, etc.	
RELATIONSHIPS & HEALTH	RELIGION	COMPUTING	ART	
CHANGING ADOLESCENT BODY - Know the key facts about puberty and the changing adolescent body - Know there are physical and emotional changes - Know about menstrual wellbeing and the key facts about the menstrual cycle (girls) - Know how to recognise signs of physical illness, such as weight loss or unexplained changes to the body ANTISOCIAL BEHAVIOUR & SUSPICIONS - Know what anti-social behaviour means - Know the difference between ASB and criminal behaviour - Identify the affects of ASB on others - Identify 'hot-spots' for ASB - Know what can help to reduce ASB - Know how to identify the difference between suspicious behaviour and ASB - Know how to differentiate whether somebody is being suspicious - Know how to share worries about suspicions	ALL FAITHS- GOD - Explain beliefs about holy buildings and God's presence from different religions - Describe examples of texts which explain worship and sacred space - Identify connections between belief about God and places and practices of worship - Demonstrate differences between what happens in different places of worship - Explore the value and impact of worship and the significance of 'holy space'. - Outline the connections between beliefs about God and how people worship - Respond to the idea that the Earth is a 'holy place' we all share.	DATA RETRIEVING - Plan the process needed to investigate the world around me. - Select the most effective tool to collect data for my investigation. - Check the data I collect for accuracy and plausibility. - Interpret the data I collect. - Present the data I collect in an appropriate way. - Use the skills I have developed to interrogate a database.	DRAWING & PAINTING - Interpret the work of Nicholas Roerich and use it as a basis for own work - Make comparisons between the style of Roerich and Hokusai - Explore the use of curved lines and slopes to illustrate the horizon line as a basis for a landscape - Combine the use of more than one line and slope that meets in the middle to create visual mountain layers - Use jagged lines to illustrate peaks and ridges - Use several overlapping, jagged lines in the background to indicate multiple mountain peaks rather than and individual ones - Use scale and proportion to indicate distance and size - Explore the use of curved lines to indicate slopes on mountains and wavy lines to indicate snow caps - Add detail such as trails, rocks, rivers, trees, figures to demonstrate distance - Select a range of media and techniques to depict the colour and tone of a mountain range landscape based on own intentions and ideas	

Unit title: AWESOME ACTION. YEAR 6 Duration: 7 WEEKS SUMMER 1	LITERACY GENRES Film Narrative (3-4 weeks) Argument : <i>The Dreadful Menace – BBC Winter Olympics trailer, Literacy Shed (3 wks)</i>		READING ENHANCEMENT Splash, Charli Howard
PROGRAMMES OF STUDY			
SCIENCE		ART	GEOGRAPHY
BIOLOGY – ANIMALS INCLUDING HUMANS - Know and name the 7 life processes. - Name the main parts of the circulatory system and know its function. - Describe the function of the heart, blood vessels and blood. - Describe ways in which nutrients and water are transported in the body with animals and humans. - Describe the impact of diet, drugs and lifestyle on the way.		DRAWING- PEOPLE IN ACTION - Analyse the way in which visual effects show movement in figures - Identify the line of action that shows movement - Know that a curved line of action and straight line of action gives different feelings of movement - Know that sketching figures requires a combination of curves and lines - Know that curves are generally used for the more supple parts of the figure and that straights are more commonly used to imitate stable and solid segments - Know that using too many curves would lack structure and too many lines would feel too tense - Use lines, circles and ovals in sketching to indicate bones, joints and limbs	LOCATION - Identifying the host cities and countries of the Olympics using world maps and globes - Identify continents, countries and major cities associated with the Olympics. - Locating host countries on a world map - Identifying national flags of Olympic host countries - Exploring what flags are and why they are important - Finding out how the Olympic bid system works and why people want the Olympics to be held in their cities - Investigating how the host country will be affected by the Games - Exploring positive and negative aspects of hosting the with regards to economy, travel, etc
COMPUTING		RELIGION	
USING TECHNOLOGY - Explain the Internet services used for different purposes. - Describe how information is transported on the Internet. - Select an appropriate tool to communicate and collaborate online. - Check the reliability of a website. - Explain about copyright and acknowledge the sources of information that have been found online. - Know that websites use data to make money and target their advertising. - Understand how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (RSE OBJ)		ALL FAITHS- LOCAL COMMUNITY - Explain beliefs about the value of religious and cultural diversity in their Oldham/Greater Manchester - Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam - Compare their ideas about respect for all with those studied - Demonstrate connections between belief in the 'Golden Rule' and the needs of a mixed community - Identify the impact of inter-faith work in our community - Examine how we can be a more tolerant and respectful community, suggesting answers - Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious - Outline reasons for their views about harmony in our communities.	
		RELATIONSHIPS & HEALTH Stonewall- Linus' Story - Know the meaning of LGBT and why it is important to be politically correct - Know why using the word 'gay' to mean rubbish is wrong - Know that there are stereotypes within specific roles e.g sportspeople - Understand the term 'homophobic' - Understand that homophobia can be physical, verbal or indirect - Know the impact of bullying and the responsibilities of bystanders and how to get help	

Unit title: GROOVY GREECE YEAR 6 Duration: 7 WEEKS SUMMER 2	LITERACY GENRES		READING ENHANCEMENT
	Myths & Legends: Mark of the Cyclops, Saviour Pirotta (3 weeks) Persuasive Writing: Babcock car brochures (mini) (3 weeks) Choral & Performance Poetry: Song Lyrics: What a Wonderful World Imagine (1 week)		Mark of the Cyclops, Saviour Pirotta
PROGRAMMES OF STUDY			
DESIGN TECHNOLOGY	ART	HISTORY	
STRUCTURES – PARTHENON - Explore the purpose of columns in Greek architecture - Know that columns support the roof, give buildings a feeling of order, strength and balance and have intricate detail & symmetry - Know the difference between 3 key Greek designs (Doric, Ionic and Corinthian) and know that these are also called 'orders' - Know what a frieze and pediment is and how they relate to Greek structures & designs - Use the influence of historical structures to create own design templates - Use prototypes, cross- sectional diagrams and computer aided designs to represent designs making continual refinements - Show an understanding of the qualities of materials to choose appropriate tools to cut and shape - Cut materials with precision and refine the finish with appropriate tools - Critically evaluate the design structure in relation to the purpose in history and in today's society	ART – CLAY POTTERY - Use designs in history to inform own ideas - Know that the state of clay is essential for the moulding process - Make an indent in the centre of the clay to create a hollow - Using pinching, smoothing and pulling to widen the hollow and manipulate clay - Explore how to create curves with clay - Add features, such as handles through joining, strengthening and stiffening parts of the structure	ANCIENT GREECE 776BC-146 BC (Archaic: 776BC – 480BC Classical:480BC – 323BC Hellenistic: 323BC – 31BC) - Develop an understanding of the place of Ancient Greece within Ancient History through the use of a timeline - Use various sources to discover who the Greeks were and what they believed in - Know the five city states of Greece and use a variety of sources of information to research what life was like for the citizens of Greece including the warfare - Explore how the city states were governed and the introduction of democracy - Make comparisons about Athens and Sparta (government, trade, women, education and the struggles between the states - Understand who the Olympian gods and goddesses were and explore how Greek myths show beliefs about their gods - Identify how the Greek period has been significant and affected future civilisations (inventions and developments e.g. architecture, democracy, Olympics, Physics, Maths)	
COMPUTING	RELIGION		RELATIONSHIPS & HEALTH
COMMUNICATING & PRESENTING - Talk about audience, atmosphere and structure when planning a particular outcome. - Confidently identify the potential of unfamiliar technology to increase my creativity. - Combine a range of media, recognising the contribution of each to achieve a particular outcome. - Describe why a particular online tool is selected for a specific purpose. - Be digitally discerning when evaluating the effectiveness of my own work and the work of others.	CHRISTIANITY & ISLAM- BELIEFS INTO ACTION - Identify and describe some core beliefs and concepts of religious art and architecture - Offer suggestions about what texts from scripture about both worship and generosity mean to believers - Identify links between teachings and concepts studied and how people live, individually and in communities - Describe how people show their beliefs in how they worship and in the ways they live - Explore the differences in how people put their beliefs into action - Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. - Express the views they have and the connections they make about art and architecture in religion, and charity and generosity		DRUGS * Know that drugs can be categorised into different groups (medical, non-medical and legal, non-medical and illegal) - What do we mean by the terms 'legal' and 'illegal' - Know some of the laws that control drugs in this country. - Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. - Know which, why and how, commonly available substances and drugs (including alcohol, nicotine in tobacco and 'energy drinks') can damage their immediate and future health and safety - Know that some drugs are restricted and some are illegal to own, use and give to others *Life education lessons plans –What sort of drug? Drugs it's the law