

WPS Curriculum Plan

Year Group: 6

Term: Autumn 1



Subject	Learning
History	<p>How did the Ancient Egyptians live and what did they believe? Why was the River Nile so important to Ancient Egyptians? Significant People: Ancient Egypt - Tutankhamun</p> <p>Investigate and Interpret the past</p> <ul style="list-style-type: none"> ● Children can confidently use, interpret and analyse evidence provided. ● Children can select appropriate sources of evidence to substantiate a hypothesis about the past. ● Children should consider ways of checking the accuracy of interpretations of the past. ● Children can examine sources of evidence, explaining in detail how they can be used to find out about the past ● Children should investigate their own lines of enquiry by posing historically valid questions. <p>World History People</p> <ul style="list-style-type: none"> ● Pupils can give an overview of life in Britain and major events from across the world. ● Pupils can discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children. <p>Understanding Chronology</p> <ul style="list-style-type: none"> ● Children can confidently compare times studied with other areas around the world. ● Children can discuss and interpret the social, ethnic, cultural, and religious diversity of past societies. ● Pupils can confidently describe the main changes in a period of history, using terms: social, religious, political, technological, cultural? ● Children can compare and contrast concepts and periods of change within history, representing them on a timeline. ● Pupils can place events, people and changes precisely within a chronological framework. <p><u>Key Vocabulary</u> reliable, culture, diverse, characteristic, era, dynasty, BCE, AD, ancient, civilisation, variety of sources, secondary evidence, historian, centuries, pyramid, canopic jar, tomb, hieroglyphics, mummification, after life, archaeologist, papyrus rolls, sphinx, coffin, mummy, pharaoh, calendar, civilisation, maize, pyramids, irrigation, hierarchical temple, chocolate</p>
Geography	Taught in Autumn 2
MFL	Spanish Language Angels <ul style="list-style-type: none"> ● Fruit and Vegetables (EL)
Art	<p>Knowledge</p> <ul style="list-style-type: none"> ● To make a record about the styles and qualities in their work. ● To say what their work is influenced by. ● To include technical aspects in their work e.e architectural design. <p>Skills</p> <ul style="list-style-type: none"> ● To explain what their own style is. ● To use a wide range of techniques in their work. ● To explain why they have chosen a specific painting technique.

	<p><u>Key vocabulary</u> composition, exotic, imported, inanimate objects, opulence, still life</p>
RE	<p>Humanism Why do Humanists say happiness is the goal of life?</p> <p><u>Key Vocabulary</u> Humanist, agnostic, atheist, secularist, reason, rights, responsibilities, ceremonies,</p>
Science	<p><u>Evolution and inheritance/Living Things</u></p> <ul style="list-style-type: none"> ● Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ● Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ● Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution ● Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ● Give reasons for classifying plants and animals based on specific characteristics <p><u>Key Vocabulary</u> characteristic, classification, organism, micro-organism, evolution & Inheritance, adaptation, evolution, characteristic, reproduction, genetics, survival</p>
Working Scientifically	<ul style="list-style-type: none"> ● Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ● Taking measurements, using a range of scientific equipment, with ● increasing accuracy and precision, taking repeat readings when appropriate ● Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (TAPS 'Do' – Outdoor Keys) ● Using test results to make predictions to set up further comparative and fair tests ● Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ● Identifying scientific evidence that has been used to support or refute ideas or arguments. (TAPS 'Review' – Fossil Habitats) <p><u>Key Vocabulary</u> support, refute, ideas or arguments biology, physics, chemistry, scientific diagrams, labels, classification keys, tables, scatter graphs, bar graph and line graphs</p>

PE	<p>Basketball</p> <ul style="list-style-type: none"> ● Use dribbling to change the direction of play with control under pressure ● Use a variety of throwing techniques including fake passes to outwit an opponent. ● Catch and intercept a ball using one and two hands with increasing success in game situations. ● Receive a ball with consideration to the next move. ● Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. ● *Confidently change direction to successfully outwit an opponent. ● Effectively create and use space for self and others to outwit an opponent. ● Work collaboratively to create tactics within their team and evaluate the effectiveness of these. <p>Key vocabulary Dictate, appropriate, ballside, turnover, transition, contest, consistently, assess</p> <p>School games value: determination</p>
PE with Total Sports	<p>Hockey</p> <ul style="list-style-type: none"> ● Use dribbling to change the direction of play with control under pressure. ● Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure. ● Use a variety of dribbling techniques to maintain possession under pressure. ● Receive a ball with consideration to the next move. ● Confidently change direction to successfully outwit an opponent. ● Effectively create and use space for self and others to outwit an opponent. ● Work collaboratively to create tactics within their team and evaluate the effectiveness of these. <p>Key vocabulary Consecutive, formation, consistently, conceding, dictate, turnover, contest, shut down</p> <p>School games value: determination</p>
Computing	<p>Discovery Coding Level 4 Unit 2 – 2 lessons complete to at least ‘build’ task. (Bugs in the Garden and Driving Me Loopy)</p> <ul style="list-style-type: none"> ● To learn how computers use repetition and loops to do things over and over again. <p>Key Vocabulary loop, infinite, repeat, condition</p> <p>E-Safety -Pixl Lesson 1 – online reputation Online reputation</p>
Music	<p>Charanga unit: Happy Style of main song: Pop/Neo Soul Unit theme: Being Happy! Performance focus: Playing instruments, following a given piece.</p> <p>Listening: Discuss and recognise the structure of the song. Identify instruments/sounds/voices they can hear. Discuss all of the interrelated dimensions of music, relating to the songs they hear throughout the unit. Know the song is an example of Pop-Neo Soul music and be able to describe the style indicators of this music. Listen to 5 other songs in different styles. What are their styles? (Top Of The World sung by The Carpenters. Don’t Worry, Be Happy sung by Bobby McFerrin.</p>

	<p>Walking On Sunshine sung by Katrina And The Waves. When You're Smiling sung by Frank Sinatra. Love Will Save The Day sung by Brendan Reilly)</p> <p>Copying rhythms: Play and copy back rhythms, on a glockenspiel using up to 3 notes (A, G + B).</p> <p>Sing: In 2 parts.</p> <p>Play instruments: With the song by ear, and from notation. Using up to 3 notes (A, G + B).</p> <p>Improvise: using the up to 3 notes (A, G + B).</p> <p>Compose: a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B. Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>Key Vocabulary style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, hook, riff, solo, musical dimensions, style indicators.</p>
PSHE and RSE (highlighted objectives are statutory)	<ul style="list-style-type: none"> ● R16. how friendships can change over time and about making new friends ● R.17 that friendships have ups and downs and different ● strategies to resolve and reconcile differences positively and safely ● H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online ● H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health ● R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) ● L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images ● L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
DT	AUTUMN 2
Sustainability	Food miles and farm visit to understand local food production
British Values	Rule of Law - Set school rules <ul style="list-style-type: none"> ● 4S lines (silent, straight, smart, smiling) ● 4Bs (Be kind, Be respectful, Be responsible, Be Your Best) ● We walk everywhere in school Class Rules (individual to classrooms/pupils)
SMSC	<ul style="list-style-type: none"> ● Participating and responding to cultural activities ● Preparing for life in modern Britain ● Developing and expressing personal views and values ● Experiencing fascination, awe and wonder ● * Pupils have opportunity to explore values and beliefs including religious beliefs