

Robert Wilkinson Primary Academy – Year Six

Theme:	Cycle 1	Cycle Two	Cycle Three
	Lasting Legacies	Poles Apart	Be the Change
Suggested texts:	<p>Secrets of a Sun King – Emma Carroll</p> <p>The Egyptian Cinderella – Shirley Climo</p> <p>Everything Ancient Egypt – Crispin Boyer (Nat Geo Kids)</p> <p>The Raven – Edgar Allen Poe</p> <p><u>Story like the wind – (Take one book)</u></p>	<p><u>William Grill – Shackleton's Journey (Take One Book)</u></p> <p>Dan Sewell – Forgotten Beasts</p> <p>The Way Past Winter – Kiran Millwood Hargrave</p> <p><u>Beowulf – Kevin Crossley-Holland (Take One Book)</u></p> <p>The Lost Words – Robert Macfarlane</p>	<p><u>Cloud busting – Malorie Blackman (Take One Book)</u></p> <p>Clockwork – Philip Pullman</p>
PSHE	<p>Families and friendships – attraction, partnerships and marriage/ gender identity / equality)</p> <p>Safe Relationships – Consent in different situations and managing pressure from peers</p> <p>Respecting ourselves and others – Expressing opinions and respecting others points of view</p>	<p>Belonging to a community – valuing diversity and challenging discrimination, prejudice and stereotypes</p> <p>Media literacy and digital resilience – Evaluating media sources and sharing things online, internet safety</p> <p>Money and Work – influences and attitudes to money and work and financial risks</p>	<p>Physical Health and Mental Wellbeing – Effects on mental health, managing change, loss and bereavement</p> <p>Growing and Changing – Human reproduction and birth, increasing independence, managing transitions and FGM</p> <p>Keeping Safe – Keeping personal information safe, regulations and choices, drug use and the law/media</p>
Curriculum Experiences	<p>History – Ancient Egyptian Home Project</p> <p>Class Museums</p> <p>Visit to Leeds City Museum</p> <p>STEM project – ROAR design and build competition</p> <p>Huntington Careers Fair</p>	<p>Geography – Antarctic Experience Day</p> <p>Rule of Law – visit from Judge</p> <p>STEM week</p> <p>Huntington Panto visit</p>	<p>Crucial Crew – PSHE</p> <p>Geography fieldwork to explore York</p> <p>Y6 Residential – outdoor experiences and team building</p> <p>Y6 performance opportunities</p>
English:	Reasons for Writing:	Reasons for Writing:	Reasons for Writing:

	<p>Writing to Entertain:</p> <ul style="list-style-type: none"> -Character descriptions -Setting descriptions -Retelling a story -Poetry <p>Writing to Persuade:</p> <ul style="list-style-type: none"> -One sided arguments (persuasive speech) <p>Writing to Inform:</p> <ul style="list-style-type: none"> -Instructions 	<p>Writing to Entertain:</p> <ul style="list-style-type: none"> -Character descriptions -Setting descriptions -Narrative -Poetry <p>Writing to Discuss:</p> <ul style="list-style-type: none"> - <p>Writing to Inform:</p> <ul style="list-style-type: none"> -Non-chronological report 	<p>Writing to Persuade:</p> <ul style="list-style-type: none"> -Letters -Adverts <p>Writing to Entertain:</p> <ul style="list-style-type: none"> -Narrative
History	<p><u>Ancient Egypt and Ancient Maya</u></p> <p><u>Key Knowledge:</u></p> <ol style="list-style-type: none"> 1. When was the Ancient Egyptian civilisation and what was happening around the world at that time? 2. Who were the Pharaohs and what was the hierarchy of Egyptian society? 3. What was the importance of the River Nile in Ancient Egyptian society? 4. What was the purpose of the pyramids in Ancient Egyptian civilization? 5. Who was Howard Carter and what did he discover? 6. What were the Ancient Egyptian beliefs and customs for the afterlife? 		<p>Concept Consolidation: What has History taught us?</p> <p><i>Concept 1: Chronology</i></p> <p>Where do the significant periods of history fit on a timeline?</p> <p>What periods of history represented most change?</p> <p>How does the history of humanity (humans on Earth) compare with other periods? (eg. dinosaurs)</p> <p>Would Robert Wilkinson be happy with his legacy?</p> <p><i>Concept 2: Leaders and Legacy</i></p> <p>How would British history be different if we had different leaders?</p> <p>Which leader left the most significant legacy?</p> <p><i>Concept 3: Civilisation</i></p>

	<p>7. What impact did The Ancient Egyptians have on our society today?</p> <p><u>Ancient Maya</u></p> <p><u>Key Knowledge:</u></p> <ol style="list-style-type: none"> 1. When was the Ancient Mayan civilisation and what was happening around the world at that time? 2. How was the Mayan civilization rediscovered? 3. What were Mayan beliefs and customs about the afterlife and sacrifice? 4. What role did pok-a-tok play in Mayan society? What does Chichen Itza tell us about the ancient Mayan civilisations? 5. How did the Maya civilization end? 		<p>What makes a civilisation?</p> <p>Which periods of history led to elements of civilisation that we still recognise today?</p> <p>What have we learned from the development of civilised cultures?</p> <p>Would civilisation develop in the same way if we were to start history again? (Is it in our human nature?)</p> <p><i>Concept 4: Exploration and Invasion</i></p> <p>Why have humans craved exploration throughout the ages?</p> <p>Who was the greatest explorer?</p> <p>How has conflict changed over time?</p> <p>Do all Empires fall?</p> <p>What does exploration look like for the future?</p> <p>How might we evolve as humanity?</p>
<p>Geography</p>		<p><u>Key Questions:</u></p> <ol style="list-style-type: none"> 1. Where is Antarctica? 2. What are the human and physical geographical features of Antarctica? 3. What is the climate like in different regions around the world? 4. Which countries are in South America and what are their geographical features? 5. What are the human and physical geographical features of Patagonia? 6. How do humans live in Patagonia? <p><u>Geographical Knowledge:</u></p> <p><u>Locational</u></p> <p>Locate the world's countries, using maps</p>	

		<p>to focus on South America, concentrating on their environmental regions, key physical and human characteristics and major cities.</p> <p>Identify the position and significance of longitude and latitude and the Arctic and Antarctic Circle.</p> <p>Place Understand geographical similarities and differences through the study of human and physical geography of a region within South America.</p> <p>Physical Describe and understand climate zones, biomes and vegetation belts.</p>	
RE:	History link – Life & death in religion (link to Ancient Egyptian beliefs about the afterlife).	What is life like for Muslims in modern day Britain?	What matters most to Humanists and Christians?
STEM			
Maths:	<p>Number:</p> <ul style="list-style-type: none"> * Place Value – children will understand: composition of numbers up to and including 7-digits; rounding to a given number; negative numbers in context with difference problems; understanding of each digit up to 3 decimal places * Addition and Subtraction – children will understand: mental strategies; column addition; column subtraction * Multiplication and Division – children will understand: mental strategies; short and long multiplication; short and long 	<p>Number:</p> <ul style="list-style-type: none"> * Ratio and Proportion – children will understand: scaling using multiplication; comparing relative size of two objects; percentage of amounts; problem solving * Algebra – children will understand: using simple formulae; generating and describing number sequences; expressing missing number problems <p>Fractions:</p> <ul style="list-style-type: none"> – children will understand: simplifying fractions; ordering and comparing fractions, including with decimals and 	<p>Geometry:</p> <ul style="list-style-type: none"> * Shape – children will understand: 2D and 3D shapes, including recognising properties, building using nets and identifying angles; comparing and classifying geometric shapes; identifying different measurements of a circle; recognising and calculating various angles, including straight line * Position and Direction – children will understand: describing the position of a shape on all 4 quadrants; drawing and

	<p>division, including remainders; order of operations; common factors, multiples and prime numbers</p> <p>Measure:</p> <ul style="list-style-type: none"> - children will understand: area and perimeter of rectilinear and compound rectilinear shapes; area of parallelograms; area of triangles; how to calculate missing measurements of the above using inverse operations 	<p>percentages; adding and subtracting fractions, including mixed numbers; multiplying and dividing fractions; fraction, decimal and percentage equivalents</p> <p>Measure:</p> <ul style="list-style-type: none"> - children will understand: converting between a wide variety of metric and imperial measurements, with place value up to 3 decimal places; using formulae to volume; calculating, estimating and comparing volume; problem solving 	<p>translating shapes on all 4 quadrants; reflecting shapes on all 4 quadrants</p> <p>Statistics:</p> <ul style="list-style-type: none"> - children will understand: calculating and interpreting mean as an average; interpreting and constructing pie charts and line graphs; problem solving <p>Revision of Year 6 curriculum</p> <ul style="list-style-type: none"> - children will: address learning misconceptions; problem solve relating to the wider world; apply Maths reasoning skills
Science (x2):	<p><u>Light</u></p> <p>Children will explore and investigate how light travels and develop an understanding of how light allows us to see things.</p> <p>Children will investigate and spot patterns in how and why shadows change shape and size.</p> <p><u>Electricity:</u></p> <p>Children will use the correct scientific symbols for electric components to draw circuit diagrams. They will also investigate how components can be changed to make a bulb brighter or a motor spin more quickly- making and recording observations and drawing conclusions</p>	<p><u>Evolution and Inheritance;</u></p> <p>Children will investigate and explore what information palaeontologists get from fossils and look at different types of fossils- even making their own 'mould and cast' fossils using haribo sweets and bread!</p> <p>Children will learn about Charles Darwin and his theory of evolution and natural selection. They will explore how plants and animals adapt to suit their environment- designing their own species of plant or animal which must be adapted to live in a given environment.</p> <p>Children will explore similarities and differences in their characteristics and learn how some characteristics are inherited from their parents- whereas some are learned or acquired behaviours.</p>	<p><u>Heart, circulation and Health</u></p> <p>Children will learn about the circulatory system (Heart, blood vessels and blood) and investigate how different aspects of lifestyle can affect our health (drugs, smoking, exercise)- through researching and collecting and recording evidence.</p>

		<p><u>Classification of living things</u></p> <p>Children will find out about the work of Carl Linnaeus and learn the characteristics that allow us to classify and sort the vertebrates into different family groups. They will have the opportunity to use and create their own classification keys.</p>	
DT	<p>ROAR Project Children take part in a nation-wide project to design, create and advertise a prototype. They follow the mission statement of "Change Someone's World" and imagine a new product, design it, create a prototype and then create a jingle and advert to promote it. The children will use various different D&T skills to create their prototype.</p> <p>Cooking and Nutrition Class cook school - link to Egyptians</p>	<p>Mechanical Systems Design and Make Challenge: Children will design, make and evaluate a toy, incorporating a cam mechanism to create movement. Children will build frameworks using a range of materials e.g. wood, card, to support mechanisms and will use the terms: rotary, linear, to describe the motion. They will choose and use appropriate joining techniques, considering the need for the product to have a quality finish.</p> <p>Cooking and Nutrition Cook School - Afternoon tea celebration with hot chocolate tasting! (Maya Link)</p>	<p>Structures Frame Structures Design and Make Challenge: Children will design, construct and evaluate a model of a shelter that could be used to protect the drinks stand at the Year 6 Graduation, incorporating features to make their structure stable as well as protect people inside from wet weather conditions. They will investigate a range of portable and permanent frame structures to inform their own designs and select appropriate materials and joining techniques for the purpose. Children will cut accurately and safely to a marked line as well as join and combine materials with temporary, fixed or moving joinings.</p> <p>Structures/Textiles Props and costumes for the Year 6 production</p>
Computing:	<p>Digital Literacy</p> <p>Understand what plagiarism and copyright means and its impact.</p>	<p>Information Technology</p> <p>Understand the difference between the internet and the world wide web and what they do.</p>	<p>Control Systems</p> <p>Understand how variables can impact programs.</p>

	Understand that we are all digital citizens and how we can impact and influence the wider world.	To understand what databases are and how they are used to store information.	Understand how selection can impact a program.
Wider Curriculum			
Art:	3D Use both visual and tactile elements to my models – canopic jars.	Drawing and Painting Francis Hatch (mixed media collages) Discuss the artist's intention and reflect upon your response. Combine pattern, tone and shape within my collage. Explain my choices of materials I have chosen Investigate how materials and medium act, to help develop ideas. Textiles Fossil tile sewing project.	Print Banksy Street Art project
Spanish:	<u>En mi barrio - In my area</u> Vocabulary En mi barrio... (pueblo, ciudad) 16 places, 8 adjectives conjunctions (pero, y, porque, que,)	<u>Los verbos</u> Vocabulary 16 verbs 4 opinions Conjugate common and regular verbs	<u>¡Sí, se puede!</u> Vocabulary Poem: Hombre sin cabeza Recycling familiar vocabulary and using dictionaries to research new verbs
	Grammar Hay Ser (3) conjunctions adjectives negatives	Grammar gustar (1,2) hablar (1,2,3,4,5,6) regular -ar verbs conjunctions adverbials	Grammar poder (1,2,3) negatives – sin puedo ____ pero no puedo _____. ¿Puedo ir al baño por favor? El hombre sin cabeza no puede _____.
	Phonics io, ue, ciu, h, ay, au, gio (ge), que breaking up longer words eg biblioteca, cafetería, restaurante,	Phonics h, z, j, ñ ue, ai, ee, Applying phonics to read and write new words.	Phonics Applying phonics to read and write new words with greater confidence.

PE: (x4)	Football & Hockey (attacking and defending) Gymnastics x 2	Throwing and Catching games (e.g. Netball, Basketball) Fitness circuits and OAA Dance & Touch Rugby	Tennis, Rounders Cricket & Athletics/Sports Day Prep
Music:	Chords, metre, the stave. Tuned percussion. Creating an accompaniment, chords & triads. Christmas Music and Pitched notation.	Form & Structure, Cantata	Folk Music – Aural Tradition, Sequence, metre, phrase