



## Leominster Year 6 planning yearly overview

Term 1 : WW 2	Term 2: Ever changing landscapes	Term 3: Vikings Vs Saxons
<p style="text-align: center;"><u>History</u></p> <p><b>A study of an aspect or theme in British history extends chronological knowledge beyond 1066 – for example:</b></p> <ul style="list-style-type: none"> <li>• The changing power of monarchs using case studies such as John, Anne and Victoria</li> <li>• Changes in an aspect of social history, such as crime and punishment from the Anglo Saxons to the present or leisure and entertainment in the C.20<sup>th</sup></li> <li>• The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</li> <li>• A significant turning point in British history, e.g. the first railways or the Battle of Britain.</li> </ul>	<p style="text-align: center;"><u>Geography</u> <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>• Identify the main environmental regions, key physical and human characteristics and major cities of the world.</li> <li>• Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</li> <li>• Understand how these features have changed over time.</li> </ul> <hr/> <p style="text-align: center;"><u>Human/Physical Geography</u></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography including volcanoes and earthquakes, looking at plate tectonics and rivers</li> </ul> <hr/> <p style="text-align: center;"><u>Geography</u></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of the distribution of natural resources to focus upon minerals. Whole school day of activities.</li> </ul>	<p style="text-align: center;"><u>History</u></p> <p><b>Britain's settlement by Anglo Saxons and Scots</b> This could include:-</p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c AD 410 and the fall of the Western Roman Empire.</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo Saxon Invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <p><b>Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b> This could include:-</p> <ul style="list-style-type: none"> <li>• Viking raids and invasion</li> <li>• Resistance by Alfred the Great and Athelstan, first king of England</li> <li>• Further Viking invasions and Danegeld</li> <li>• Anglo Saxon laws and justice</li> </ul> <p>Edward the Confessor and his death in 1066</p>
<p style="text-align: center;"><u>Geography</u> <u>Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> <li>• Extend map skills to include the world</li> </ul>	<p style="text-align: center;"><u>Science</u></p> <ul style="list-style-type: none"> <li>• (LT and H) Classification of plants</li> <li>• <b>Animals including humans</b></li> </ul>	<p style="text-align: center;"><u>Science</u></p> <ul style="list-style-type: none"> <li>• <b>Living things and their habitats</b></li> <li>• <b>Evolution and inheritance</b></li> <li>• (E &amp; H) Fossils</li> </ul>
<p style="text-align: center;"><u>Science</u></p> <ul style="list-style-type: none"> <li>• <b>Light</b></li> <li>• <b>Electricity</b></li> </ul>		

## To be covered through out the year:

<p style="text-align: center;"><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>• Design and write programs to achieve specific goals, including solving problems</li> <li>• Use logical reasoning</li> <li>• Understand computer networks</li> <li>• Use internet safely and appropriately</li> <li>• Collect and present data appropriately</li> </ul>	<p style="text-align: center;"><b><u>Art and Design</u></b></p> <ul style="list-style-type: none"> <li>• Use sketchbooks to collect, record, and evaluate ideas</li> <li>• Improve mastery of techniques such as drawing, painting and sculpture with varied materials</li> </ul> <p>Learn about great artists, architects and designers</p>	<p style="text-align: center;"><b><u>Design and Technology</u></b></p> <ul style="list-style-type: none"> <li>• Use research &amp; criteria to develop products which are fit for purpose.</li> <li>• Use annotated sketches and prototypes to explain ideas</li> <li>• Evaluate existing products and improve own work.</li> <li>• Use mechanical systems in own work.</li> <li>• Understand seasonality, prepare and cook mainly savoury dishes.</li> </ul>	<p style="text-align: center;"><b><u>Physical Education</u></b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, catching and throwing in isolation and in combination</li> <li>• Play competitive games, modified as appropriate</li> <li>• Develop flexibility and control in gym, dance and athletics</li> <li>• Compare performances to achieve personal bests</li> </ul> <p>Swimming proficiency at 25m (KS1 or KS2)</p>
<p style="text-align: center;"><b><u>Religious Education</u></b></p> <p><i>Continue to follow locally agreed syllabus for RE.</i></p>	<p style="text-align: center;"><b><u>Modern Languages</u></b></p> <ul style="list-style-type: none"> <li>• Listen and engage</li> <li>• Ask and answer questions</li> <li>• Speak in sentences using familiar vocabulary</li> <li>• Develop appropriate pronunciation</li> <li>• Show understanding of words and phrases</li> <li>• Appreciate stories, songs, poems and rhymes</li> </ul> <p>Broaden vocabulary</p>	<p style="text-align: center;"><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Use voice and instruments with increasing accuracy, control and expression</li> <li>• Improvise and compose music</li> <li>• Listen with attention to detail</li> <li>• Appreciate wide range of live and recorded music</li> <li>• Begin to develop understanding of history.</li> </ul>	<p style="text-align: center;"><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p>(YORK)</p>

## Science statutory requirements:

<b>Term 1:</b>	<b>Term 2:</b>	<b>Term 3:</b>
<p><b>Light</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p><b>Animals including humans</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>Evolution and inheritance</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things provide offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>
<p><b>Electricity</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>		<p><b>Living things and their habitats</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>