

Learning Journey Overview Year 6 2020- 21

	Autumn 2020	Spring 2021	Summer 2021
<b>Whole School Theme</b>	A Sense of place; A sense of belonging	Into the Forest (rainforest)	Farming
	<i>Why do this matter? What does this mean to me?</i>		
<b>Texts to lead learning</b>	The Steam Whistle Theatre Company; The Train to Impossible of places –PG Bell * extracts; Choral poetry – Faster than fairies; RL Stephenson; The Railway Children	Shadow Forest; Wolf Brother; Varmints; Pax; Spiderwick Chronicles; The Wolf in the walls; Walk with a wolf	The Garbage King Wonder; The boy in the back of the class; (books about refugees); A Child’s Garden Refugees (bring ancient civilisations back to modern day – where some refugees are fleeing from where once the ancient civilisations began)
<b>English</b>	Following Year 5 and 6 National Curriculum to cover reading, writing and EGPS Recovery curriculum		
<b>Mathematics</b>	Following Year 5 and 6 National Curriculum Recovery curriculum		
<b>Science</b>	Electricity (circuits) Light (natural) – reflection and refraction; colour of light; shadows <b>*Robert Stephenson – The Rocket (steam locomotive) now electric trains</b>	Living things and their habitats Recap and ensure secure understanding of Y5 and Y6	Evolution and inheritance
	B/O	B/O Y4, 5, 6	B/O living things units
<b>Working Scientifically</b>	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	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests	Identifying scientific evidence that has been used to support or refute ideas or arguments.
<b>History</b>	Study of a theme that extends their chronological knowledge beyond 1066 <b>Which has had a bigger impact- the canal system or the railways?</b> <b>*Why Crewe not Nantwich as main railway junction?</b>	The Anglo-Saxons, The Scots and The Vikings – changes over time <i>The Scots, Anglo-Saxon and Vikings invasions; Edward the Confessor; Battle of Hastings</i>	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer (Mesopotamia); The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China – making links between the 4 ancient civilisations and identifying farming within each civilisations (similarities and differences) Ethiopia – TGK - Subsistence farming
	B/O canals	B/O The Romans	B/O Ancient Egypt
<b>Geography</b>	Describe and understand key aspects of human geography including land use: HS2 – impact <b>Are the benefits of HS2 greater than its environmental impact?</b>	Understand geographical similarities and difference through the study of human and physical geography of a region of the UK, a region in a European country and a region within north or south	Volcanoes and earthquakes Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts <i>Explore the location of</i>

	(brown / green belt land use) Know the map of the UK rail network – identifying regions, counties, cities	America – Link with history – explore the points of invasion why did they invade here? What is the significance of the physical geography of these areas? <b>ISSUE:</b> Deforestation – impact on the environment – felling/ trees, why are they felled?	farming and explain why these areas are used for farming – make links to climate, vegetation belts, biomes, fertile soil around volcanoes; rivers <b>Types of farming in each civilisation and why that farming has been developed</b>
	B/O Canals LJ	B/O UK counties and regions	B/O Y4/5 climate zones
<b>Art</b>	<b>A sense of self:</b> self-portraits – oil pastel <b>Vincent Van Gogh</b> Lanterns – tracing paper and willows with shadows (link to light)	<b>Printing</b> - Japa Homo Printing of leaves/ petals Using berries for paint/printing Reusable tote bags <b>Painting:</b> Trees in art acrylic <b>Melissa Mckinnon</b> – contemporary artist <b>Piet Mondrian</b> - The Gray Tree (compare)	<b>Malleable materials</b> <b>Clay</b> – create symbols from each ancient civilisation on clay tablets (and create own)
	B/O drawing with different media	B/O art appreciation; painting with different media	B/O using a range of malleable materials (Modroc)
<b>D&amp;T</b>		Cooking and nutrition Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Explore seasonal produce from the UK and use to create savoury dishes – <i>Foraging/food from forests</i>	Design a modern day farming vehicle to help increase farming speeds compared to ancient civilisations farming techniques
		B/O food tech – linked to Vikings Y4	B/O design – drawing in Y4/5
<b>Computing</b>	Digital literacy -use technology safely, respectfully and responsibly: online safety CEOP utthinkuknow	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Book creator	
	B/O prior online safety learning	B/O	
<b>Music</b>	Notation, ensemble (keyboards) History of music. Marie Lloyd	Improvise and compare music for a range of purposes using inter-related dimensions of music – improvise and compose a piece of music to match to the forest (a journey into the forest)	Music from around the world – explore the music used during each of the ancient civilizations Explore instruments (including instruments of an orchestra)

		Writing music on manuscript paper	
	B/O understanding and application of notation	B/O playing a piece of music & understanding of notation	B/O music appreciation in Y5
<b>RE</b>	Why are the 5 Pillars of Islam important to Muslims?	How do Christians live their lives as disciples? How does the 'Sermon on the Mount' help Christians to follow Jesus?	How and why do Hindus show respect for all living things?
	B/O Islam unit Y4/5	B/O Christianity units	B/O Spring term
	How does a belief in the Kingdom of God inspire and influence Christians across the world?	How do Hindus welcome babies? How is a Hindu marriage celebrated?	Why do Christians want to share the world's resources
	B/O Christianity units	NL	B/O Christianity units
<b>PE</b>	Development of skills through Basketball/ Hockey; Dance; including developing Strength and flexibility	Development of the skills of throwing and catching and jumping through Gymnastics and Football	Development of the skills, control and balance and running through Athletics and Striking & fielding
	B/O previous skills	B/O previous skills	B/O previous skills
<b>French</b>	Holidays: countries, campsites, gîtes	Body; Healthy eating Sport; Daily routine	Tourist French; Performance; Revision for transition
	B/O Y5	B/O Y5	B/O Y5
<b>Rights of the child</b>	article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.	article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.	Article 22 (refugee children) If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.
<b>RSE</b>	CWP: Y5 Puberty - Puberty, relationships & reproduction		
	Talking about puberty	The Reproduction system	Puberty help & support
	Online relationships	Puberty and reproduction Families, Conception and pregnancy	Communication and relationships
<b>Wellbeing (lunchclub)</b>	Curriculum for Recovery The Colour Monster The Ideal Self Anti-bullying week Nov	There are no outsiders in our school Friendship Terrace	Action for Happiness – GREAT DREAM
<b>Health and safety</b>	Walk to school week Online relationships NSPCC – Speak out, shout out Bonfire safety	Road safety NHS Self-care award focus (asthma /hayfever/allergens) Water safety - RNLI	Sun safety Online safety
<b>Enhancement Enrichment</b>	Harvest Festival/Christmas NSPCC assembly	Easter	Imran Kowtal – Q&A

Refugees (Summer 2021)

<https://www.youtube.com/watch?v=N4WyzqLXtqc>

<https://www.youtube.com/watch?v=oF1HGfg2bSo>