**Weston Mill Community Primary Academy**

**Year 6 Long Term Curriculum Plan 2021-2022**

| **Unit/Theme** | | **Dartmoor**  **(7 weeks)** | **Port of Plymouth**  **Tudors**  **(7 weeks)** | **British Empire & Industrial Revolution**  **Topic 3**  **(7 weeks)** | **Biomes of the world**  **(6 weeks)** | **20th Century Conflict**  **(12 weeks)** | |
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| **Destination** | | To create field study on Dartmoor including facts, diagrams and pictures | To create a verbal / visual performance of the Mayflower Journey | To sell cake / produce to improve school environment | To make a terrarium with succulents. | To share video documentary via teams with parents | |
| **Big Question** | | What is the importance of Dartmoor to the local residents? | Why did the May Flower leave Plymouth? | Why was the British Empire so successful? | What is a biome? | What causes and what is the effect of conflict? | |
| **STEM** | | **STEM Skills** | Problem Solving | Creativity | Inquiry Skills | Observation | Flexibility | Collaboration |
| **Science** | Working Scientifically  Living things and their habitats  Classification | Electricity  To investigate electricity - Brightness of lamps / volume of buzzer, voltage and cells  To recognise and draw out symbols when representing a simple circuit in a diagram. | Evolution and Inheritance  To recognise living things and that fossils provide information about living things that inhabited the world 1 million years ago  To identify living things produce offspring of the same kind  To identify how animals have adapted to their environment | Living things and habitats  To classify a variety of different things including, micro-organisms, plants and animals form across different biomes. | Animals including humans  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  Describe the ways in which nutrients and water are transported within animals, including humans. | Light  Recognise that light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light into the eye and explain why shadows have the same shape as the objects that cast them.  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 |
| **Computing** | Plan, Design for a virtual tour of the Dartmoor Environment using the Kodu programme | Presentation Skills  Keyboard skills  Slides / translation | To create and use spreadsheets to record cotton mill and work house information – e.g. workers / output. | To use Tinkerkad to design a 3d biome. | To create a documentary based on the life of a refugee (including an interview).  To include video editing and cutting to put together a multiscene video. | |
| NOS: Self Image and Identity | NOS: Online Relationships | NOS: Online Reputation/Online Bullying | NOS: Managing Online Information | NOS: Health, Wellbeing and Lifestyle | NOS: Privacy and Security/Copyright and Ownership |
| **DT** | Draw and design a 3D map of an area on Dartmoor | To create own printing using polyester prints – focus on Tudor style printing. | Food  To create a range of different potato dishes using different cooking techniques including peeling / cutting / grating – tasting – evaluation  To make a Victoria sponge |  |  | To create props and scenery for end of year production. |
| **Maths** | Measuring /Scale to size | Multiplication / Division  Number Facts  Fractions | Measuring of ingredients – Ratio | Equations / Measures Algebra  Shape / area / perimeter / volume  Scaling | Maths Project | |
| Place Value / Addition / Subtraction | Quadrants / Reflect / Translate / Rotate / Fractions / Decimals / percentages |
| **English** | | Informational Text  Myth / Legends  Description of Dartmoor at night | Diary Entry  Persuasive leaflet / advice for people to leave Plymouth  Instructions for leaving Plymouth | Narrative  Letter to employer for better working conditions  Poetry | To write a non-chronological report about biomes comparing the Mediterranean and rainforest.  To write an adventure story. | To write a refugee narrative / personal ‘recount’  To write a narration script /Play.  Descriptive Write | |
| **(Reading Text)** | | Glass Heart – Katharine Orton  War Horse – Michael Morpurgo  Dartmoor Prison History  Dartmoor Facts | Treason – Berlie Doherty  My Friend Walter – Michael Morpurgo | Street Child – Berlie Doherty  Song of the Innocence & experience - William Blake  Letter writing | Kensuke’s Kingdom – Michael Morpurgo | Sadako and a Thousand Paper Chains – Eleanor Coerr  The boy in the back of the Class – Onjali Q Rauf  Welcome to Nowhere – Elizabeth Laird | |
| **History** | | History of Dartmoor and its importance  Dartmoor prison and its impasto in the local area | To order significant events of the Plymouth Tudors on a timeline leading up to the Mayflower leaving Plymouth  To identify what led up to the Mayflower leaving and compare across the time period | To understand how and why Britain’s Cotton  Mills and workhouses were so successful.  To follow the British Empire spread throughout India and the Caribbean  To look at the significant industries and compare North / South. |  | **Conflicts post 1950 – e.g. Vietnam, Falkland Islands, Iraq, Afghanistan, Israel/Palestine, Northern Island**  To create a timeline of post 1950 wars and plot them on a world map.  To understand the reasons for wars starting.  To look at propaganda and understand how the record of events differs based upon those who tell the story. | |
| **Geography** | | To use the 8 points of a compass  Be able to use an ordnance survey map  Use Grid references  Complete field work  Investigations on a local area |  |  | To map the biomes of the world – linking to climate of the world and vegetation.  To compare and contrast differing biomes – both physical and human features. | To understand the differing human and physical reasons as to why conflicts begin.  To understand why people are forced to leave their countries in conflict.  To explore how physical and human infrastructure affects aid given. | |
| **Art** | | Observation Drawings of Dartmoor  Pencil / tone | Henry VIII Portraits using pastel / collage techniques | L.S Lowry Art  Charcoal / watercolours | To sketch a variety of different scenes from biomes focusing on tone and texture. |  | To create props and scenery for end of year production. |
| **Music** | | To find out about the history of folk music on Dartmoor  To listen to / appreciate a variety of Folk music  To compose a piece of Folk Music | To appreciate and listen to Tudor music  To create a piece of Tudor music which is recorded using music notation  TO sing a Tudor Song | To study the history of Victorian music and composers.  To listen to and appreciate different Victorian composers – noting likes and dislikes with reasons.  The Song of the Low – Ernest Jones |  |  | End of year performance Drama and acting |
| **RE** | | Why do some people do and do not believe in God? | Creation and science: conflicting or complementary? | Why do Hjndus try to be good? | What do Christians believe Jesus did to ‘save’ people? | For Christians, what kind of King was Jesus? | How does faith help people when life gets hard? |
| **MFL** | | French / Spanish | French / Spanish | French / Spanish | French / Spanish | French / Spanish | French / Spanish |
| **PSHE** | | How can we keep healthy as we grow? | How can we keep healthy as we grow? | How can the media influence people? | | What will change as we become more independent? | How do friendships change as we grow? |
| **PE** | | Real PE | Real Gym | Games | Real PE | Real Gym | Games |
| **Rich Experiences** | | Field Trip to Dartmoor  Virtual meeting with Seth Lakeman | Visit Buckland Abbey  The Box Exhibition  Virtual Tour of Tudor Plymouth | Visit Morwellham Quay  Virtual tour of a workhouse  Victorian Dress up / experience day | Eden project? – Small groups using the minibus. | Guest speaker – asslym seeker – Plymouth centre for faiths and cultural diversity? | |
| **Discovery List** | |  |  |  |  |  |  |

**House Days:**

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| Date | Subject and Objectives | Outcome |
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