

Year 6 – Spring

English – Harry Potter and the Philosopher’s Stone

Guided Reading – Letters from the Lighthouse

Class text – The Nowhere Emporium

	National Curriculum objective(s)	Success criteria	Project work	Key vocabulary (All pupils must be exposed to this) Tier 2	Key vocabulary (All pupils must be exposed to this) Tier 3	Links to previous and future learning
History	<p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (a significant turning point in British history, e.g. Battle of Britain)</p> <p>A local history study (a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – Reginald Mitchel .)</p> <p>Focus on WW2</p>	<p>To be able to discuss key events, times and main historical figures from WW2.</p> <p>To understand the experiences of evacuees.</p> <p>To contrast the experience of English evacuees with Jewish children in labour camps. .</p>	<p>Create a timeline of key events from WW2. Outdoor treasure hunt WW2 facts.</p> <p>Letters in role from evacuees.</p> <p>To analyse propaganda posters.</p> <p>To create our own propaganda posters.</p> <p>(DT Linked to History make Anderson Shelters – with analysis of historical sources)</p>	<p>allies, battle war, propaganda, resolution, peace, conflict, leader, government,, steam train, luggage, troops, army, soldier, local, regional, national, international, cultural, economic, military, political, historical enquiry, sources, significance, cause and effect, continuity and change, analysis, compare, contrast, influence, bias, interpretation, empire.</p>	<p>ration, Nazi, gestapo, Fuhrer fascism , axes, mescherschmitt panzer, aushwitz, battle of the bulge battle of the atlantic, dunkirk, holocaust, third reich, concentration camps, luftwaffe, u-boat, Germany, Europe</p>	<p>To place time periods on a time line ad understand the chronology of the different time periods and to be able to distinguish between short- and long-term timescales.</p> <p>To make links between religious and social history.</p>
Geography	<p>Locational Knowledge identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>To locate the world’s countries, using maps to focus on Europe - including the location of Russia- focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Revisit learning on continents and include longitude etc (see NC objective).</p> <p>Identify key human and physical characteristics on North America. To learn the names of some major states.</p> <p>Identify the location of 6 wizarding schools using geographical features as clues to the location.</p>	<p>Continent, country, sea, river, environments, features, terrestrial, marine, analyse, interpret, communicate, record, present, measure, fieldwork</p>	<p>map, atlas, globe, latitude, longitude, equator, hemisphere, physical and human processes, resources, topographical features</p>	<p>Link with previous terms work on Europe. Link with the upcoming topic on the Stuarts – the Slavery Triangular Trade.</p>
Art and Design	<p>To create sketches to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting.</p>	<p>Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.</p>	<p>To create a realistic sketch of Hagrid’s hut with detailed use of sketching and shading.</p> <p>To study the life and work of Van Gough. To create a silhouette of Hogwarts inspired by a Starry Night.</p>	<p>Design, equipment, invent, Victorian, experiment, craft, history, culture, oil, canvas, palette knife, easel, linseed oil, stroke, abstract, realism, landscape, still life</p>	<p>Perspective, dimension, form, texture, depth, shadow, shade, pressure, shape, composition, angles, position, polygon, medium</p>	<p>To improve their mastery of art and design techniques, including drawing and painting.</p>

Design and Technology	<p>Develop the creative, technical and practical expertise needed to perform everyday tasks competently. Build and apply a repertoire of knowledge, understanding of skills in order to make high quality prototypes. Critique and evaluate and test their ideas.</p>	<p>Design: use research and develop ideas to inform the design (functionality, appearance, purpose) Generate, develop, model and communicate their ideas (sketches, diagrams, prototypes) Make: select and use a wide range of tools and equipment – cutting, shaping and joining.</p>	<p>Whittling a wand.</p>	<p>Carve, scrape, engrave, gouge, chop, saw, sand.</p>	<p>Prototype, critique, evaluate, refine, test, nutrition, product</p>	<p>Build on the skills learned in Y5.</p>
R.E.	<p>To explore the concepts of being naughty and being good in terms of actions, words and thoughts. To think about the idea of a code for living and to examine whether they are living by a code themselves. Begin to understand that not all people are religious, that non-religious people can have codes for living that don't refer to god, and that a person can be 'good without god' To understand why Christians celebrate Easter. To explore the temptations that Jesus face in the wilderness and relate to modern temptations.</p>	<p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). Explore lent and the story of temptation.</p>	<p>To build up understanding of the concepts of fairness, justice, forgiveness and free choice through speaking and listening and drama work. Explore modern day temptations.</p>	<p>Christianity, humanism, moral, code for living. Temptation</p>	<p>Christianity, humanism, moral, code for living.</p>	<p>Build on previous learning about Christianity and introduce the concept of a code for living/humanism. Build on previous learning about the Easter story. (link to assemblies about Ramadan)</p>
P.S.H.E/R.S.E	<p>Primary schools should teach about relationships and health, including puberty. Being Safe: Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p>To understand that body language shows others how we feel To know they may experience feelings that they cannot explain and identify ways to control emotions To know some of the laws that protect young people and to develop a range of strategies for keeping safe and resisting peer pressure To recognise feelings of fear and worry associated with change during puberty</p>	<p>Discussions centred around the discussion topics. Pupils should demonstrate speaking and listening skills as parts of sharing experiences and debating based on their opinions where appropriate.</p>	<p>Vagina, penis, ovum, ovary, sperm, contraception, menstruation, antiperspirant, reproduction, puberty,</p>	<p>Vagina, penis, ovum, ovary, sperm, contraception, menstruation, antiperspirant, reproduction, puberty,</p>	<p>The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.</p>

