



Ancient Greeks	<p>History</p> <ul style="list-style-type: none">• Learn key information for each Grecian Era - Dark Ages, Archaic, Classical and Hellenistic.• Look at the decline of the Minoan and Mycenaean civilizations• Look at Greek rule of law• Greek life and influence on the western world including trade, the economy, home life (lifestyle and clothing) children in Ancient Greece and the importance of culture, music and art• Look at the role of Education and Democracy and how the two are linked.• Learn about significant individuals in Greek history, Zeus, Aristotle, Socrates, Plato and Diogenes• Evaluate the usefulness of different types of sources and how evidence is used to make historical claims including myths• Demonstrate knowledge of the life of Alexander - his empire• Present learned historical knowledge• Place and sequence events on a timeline and continue to develop understanding of chronology• Learn about the Olympics and how they were developed - the importance of Zeus, the Olympic flame, Compare and contrast to modern Olympics games highlighting similarities and differences.• Analyse connections, trends and contrasts across the Ancient Greek period <p>Geography</p> <ul style="list-style-type: none">• The physical and human geography of Alexander's Empire• Look at uneven distribution of resources and how this affects and is effected by physical and human geography• Use maps of Europe, Greece and the Mediterranean to support other learning• Locate Ancient Greece and the countries that make up the Empire• The physical and human geography of The Mediterranean and how this links to trade and daily life <p>Art</p> <ul style="list-style-type: none">• Compare and contrast the 4 Ancient Greek art periods and the shape and decoration of clay vessels during these times - sketchbook work/ observational drawings• Plan and create a clay pot using coil technique (practise skills first) inspired by one of the periods• Decorate the pot using an intricate pattern.
Earth Matters	<p>Geography</p> <ul style="list-style-type: none">• Research biomes and the living things within them (rainforest, tundra, desert, deciduous forest, temperate forest and ice biome)• Revisit the water cycle and look at the relationships between the climate, nutrients and the vegetation within specific eco-systems within biomes.• Look at the Eden project - why it is so important and how an artificial biome has been created• Recap previous knowledge of Mountains - locate on maps, compare and contrast mountains around the world.• Look at endangered animals within mountain regions, adaptation and evolution of plants and animals within these areas.• Look at climate change and how this impacts upon mountains• Learn about the movement of tectonic plates, what happens when Earthquakes strike and the human geography/ daily life of humans living in an earthquake zone.• Learn how volcanoes are formed and why they erupt.• Locate volcanoes on maps and understand the pattern - ring of fire• Water cycles, rivers and coasts - look at where water comes from and understand how water moves. Tsunamis



	<ul style="list-style-type: none">• Track a local river's route to sea using aerial maps• Explore the impact of humans on the physical geography i.e. flood plains.• Learn about coastal erosion on the impact upon people who live near the coasts <p>DT</p> <ul style="list-style-type: none">• Make earthquake-proof structures.• Join materials using appropriate methods.• Build frameworks to support mechanisms.• Stiffen and reinforce complex structures• Develop a technical vocabulary appropriate to the project <p>Art</p> <ul style="list-style-type: none">• Using collage, develop a mixed media piece of volcano art inspired by Margaret Godfrey• Inspired by the work of Hokusai - printing - indent printing onto a foam block• Mixing colours/ tints and tones• Watercolour and washes and textures of paint
Indus Valley	<p>History</p> <ul style="list-style-type: none">• Place the Indus Valley civilization on a timeline.• Understand what society was like during this time.• Understand and explain where the Indus Valley civilisation is located• Theories that historians have about why the Indus Valley civilisation ended.• Name the most significant sites of the Indus Valley civilisation• Understand the Indus Valley people were good mathematicians• Use historical enquiry to make historical claims.• Describe the features of a typical Indus Valley house• Understand that cleanliness was important• Describe foods that were eaten and understand that they ate well and were healthy• Describe clothing and hairstyles and understand the evidence used to describe this.• Describe some of the artefacts that were probably used a toys and how these are similar to toys used today.• Create a game using evidence from the past.• Understand how Indus Valley farmers worked.• Understand that not all materials from the Indus Valley will have survived the time passed.• List some of the objects that the Indus Valley craftspeople produced.• Describe trade routes and modes of transport used by traders.• Understand which goods the Indus Valley civilisation used for bartering.• Role play bartering by taking on the role of an Indus Valley trader and customer. <p>Geography</p> <ul style="list-style-type: none">• Label a map of the Indus Valley and its surroundings• Describe the terrain and climate of the Indus Valley• Flooding around the Indus Valley• Use maps to locate key cities of the Indus Valley civilisation• Use maps to plot trade routes of the Indus Valley civilisation. <p>DT</p> <ul style="list-style-type: none">• Build a model Indus Valley house• Construct drains, reservoirs and wells for a model Indus Valley city.• Make an animal with a moving head.• Give positive but critical feedback.



	<p>Art</p> <ul style="list-style-type: none">• Observational drawings• Create clay figurines in the style of the Indus Valley terracotta figurines.
<ul style="list-style-type: none">• Soap Box Racers	<p>DT</p> <ul style="list-style-type: none">• During this unit, children will plan and create a soap box racer using a variety of different tools and materials. <p>Design</p> <ul style="list-style-type: none">• List tools needed before starting the activity.• Plan the sequence of work e.g. using a storyboard.• Record ideas using annotated diagrams.• Devise step by step plans which can be read / followed by someone else.• Use exploded diagrams and cross-sectional diagrams to communicate ideas.• Sketch and model alternative ideas.• Decide which design idea to develop. <p>Make</p> <ul style="list-style-type: none">• Develop one idea in depth.• Use researched information to inform decisions.• Produce detailed lists of ingredients / components / materials and tools.• Select from and use a wide range of tools.• Cut accurately and safely to a marked line.• Select from and use a wide range of materials.• Use appropriate finishing techniques for the project.• Refine their product - review and rework/improve. <p>Evaluate</p> <ul style="list-style-type: none">• Consider user and purpose.• Identify the strengths and weaknesses of their design ideas.• Give a report using correct technical vocabulary.• Consider and explain how the finished product could be improved related to design criteria.• Discuss how well the finished product meets the design criteria of the user. Test on the user! <p>Structure</p> <ul style="list-style-type: none">• Use the correct terminology for tools materials and processes.• Use bradawl to mark hole positions.• Use hand drill to drill tight and loose fit holes.• Cut strip wood, dowel, square section wood accurately to 1mm.• Join materials using appropriate methods.• Build frameworks to support mechanisms.• Stiffen and reinforce complex structures.



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science 	Light Crime Lab Investigation	Electricity Electric Celebrations	Living Things and Their Habitats Classification Connoisseurs	Evolution and Inheritance The Game of Survival	Animals including Humans The Art of Being Human	The Science of Sport
MUSIC 	Developing melodic phrases How does music bring us together?	Understanding structure and form How does music connect us with the past?	Gaining confidence through music How does music improve our world?	Exploring notation further How does music help us connect with the community?	Using chords and structure How does music shape our way of life?	Respecting each other through composition How does music connect us with the environment?
ICT 	Coding	Spreadsheets Online safety	Blogging	Quizzing	Binary Text Adventures	Spreadsheets
PSHE 	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
PE 	<i>OAA - Lockerbie adventure week</i> <i>Rugby</i>	<i>Dance</i> <i>Hockey</i>	<i>Gymnastics - flight</i> <i>Tennis</i>	<i>Gymnastics - sequencing</i> <i>Netball</i>	<i>Rounders</i> <i>Athletics</i>	<i>Cricket</i>
RE 	Buddhism - What do we mean by a good life?	God - The journey of life.	Hinduism - Is there one journey or many?	Jesus - Why do Christians believe in Good Friday?	Islam - Hajj Journey	Church - Is life like a journey?
French	Phonetics lesson 4 Regular Verbs (progressive)	At School (progressive)	The weekend (progressive)	Healthy lifestyle (progressive)	Me in the world (progressive)	Regular Verbs (progressive)