



**Bramley St. Peter's C of E Primary School**  
**Year 6 Curriculum Long Term Plan 2021-2022**

***Journeying together with God***

Q	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic and Big Question...</b> <b>Main subject drivers</b>	<b>Natural Disasters</b> Can we prevent Natural Disasters from happening? <b>Geography/Science</b>	<b>Vile Victorians</b> Who are the Victorians and what did they do for us? <b>History</b>	<b>The Rise of Evil</b> What have we learnt from the Holocaust? <b>History</b>	<b>Blitz and Pieces</b> What was it like to live in Britain during WW2? <b>History</b>	<b>Go Greece Lightning!</b> Spartans vs. Athenians: Which would you have rather been? <b>History</b>	<b>Changes</b> Which changes are important to my life: past, present and future? <b>Science/PSHE</b>
<b>Key Texts:</b>	 By Michael Morpurgo   By David Long	 By Berlie Doherty	 By John Boyne   By Tony Johnston	By  Emma Carroll   By Ian McEwan	 By Kiran Millwood Hargrave   By Stephen P Kershaw	       

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<p><b>English</b></p>	<p><b>Writing to Entertain</b> </p> <p>Log Book</p> <ul style="list-style-type: none"> <li>• First Christmas on the Peggy Sue- linked to Kensuke's Kingdom.</li> </ul> <p><b>Writing to Entertain</b> </p> <p>Dramatic Writing- extract</p> <ul style="list-style-type: none"> <li>• Thai beach when Tsunami hits.</li> </ul> <p><b>Writing to Entertain</b> </p> <p>Survivor Story (narrative)</p> <ul style="list-style-type: none"> <li>• writing our own versions based on different natural disasters.</li> </ul>	<p><b>Writing to Inform</b> </p> <p>Biography</p> <ul style="list-style-type: none"> <li>• The life of Queen Victoria.</li> </ul> <p><b>Writing to Inform</b> </p> <p><b>Writing to Entertain</b> </p> <p>Non-chron report</p> <ul style="list-style-type: none"> <li>• Workhouse life. Focus on changing formality/ perspectives of inmates and government.</li> </ul> <p><b>Writing to Entertain</b> </p> <p>Atmospheric Writing</p> <ul style="list-style-type: none"> <li>• Jim's escape from the workhouse- linked to Street Child.</li> </ul>	<p><b>Writing to Discuss</b> </p> <p><b>Writing to Inform</b> </p> <p>Explanation Text</p> <ul style="list-style-type: none"> <li>• How WW2 began.</li> </ul> <p><b>Writing to Entertain</b> </p> <p>Diary</p> <ul style="list-style-type: none"> <li>• From Bruno's perspective about the house move- linked to Boy in the Striped Pyjamas.</li> </ul> <p><b>Writing to Entertain</b> </p> <p>Flashback narrative</p> <ul style="list-style-type: none"> <li>• Based on ideas from Harmonica Picture Book.</li> </ul>	<p><b>Writing to Entertain</b> </p> <p>Letter</p> <ul style="list-style-type: none"> <li>• Shmuel's perspective to his mum- after reading Boy in the Striped Pyjamas.</li> </ul> <p><b>Writing to Inform</b></p> <p>Newspaper report</p> <ul style="list-style-type: none"> <li>• The Liberation of Auschwitz- day after the camp was found.</li> </ul> <p><b>Writing to Entertain</b> </p> <p>Narrative</p> <ul style="list-style-type: none"> <li>• A night for a child during The Blitz in Britain.</li> </ul> <p><b>Writing to Persuade</b> </p> <p>Persuasive speech</p>	<p><b>Writing to Entertain</b> </p> <p>Classic poetry</p> <p>Study of The Jaberwocky.</p> <ul style="list-style-type: none"> <li>• Write their own nonsense poem about a Greek mythical creature.</li> </ul> <p><b>Writing to Entertain</b> </p> <p>Greek Myth Writing</p> <p><b>Writing to Persuade</b> </p> <p><b>Writing to Discuss</b> </p> <p>Comparison/Debate</p> <ul style="list-style-type: none"> <li>• Spartans Vs Athens- which one was it better to be during the ruling of</li> </ul>	<p><b>Writing to Entertain</b> </p> <p>Playscript writing.</p> <ul style="list-style-type: none"> <li>• Shakespeare study- links with Romeo and Juliet/change s Shakespeare made to language.</li> </ul> <p><b>Writing to Entertain</b> </p> <p>Narrative writing</p> <ul style="list-style-type: none"> <li>• Retelling of section of Small Things from study of illustrations.</li> </ul> <p><b>Writing to Entertain</b> </p> <p><b>Writing to Inform</b></p> <p>Free verse poetry</p> <ul style="list-style-type: none"> <li>• Understanding emotions/me</li> </ul>
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			<p><u>Writing to Discuss</u>  <u>Writing to Inform</u>          Balanced Argument</p>   <ul style="list-style-type: none"> <li>Should Oskar Groning go to prison?</li> </ul>	<ul style="list-style-type: none"> <li>From Winston Churchill asking for support from women during the war.</li> </ul> <p><b>Debating competition</b></p>	<p>the Ancient Greeks?</p> <p><u>Writing to Entertain</u>          Exciting Extract</p>  <ul style="list-style-type: none"> <li>a Spartan soldier heading to battle.</li> </ul>	<p>mental health when facing change- links Town is by the Sea</p> 
<p><b>Reading VIPERS</b></p> 	<p>Variety of fiction and non-fiction extracts linked into Natural Disasters or British Values (democracy) to enhance learning:          *Perfect Storm- narrative extract          *Beneath the Earth- poem          *2004 Tsunami- newspaper article          *Old enough to vote but too young to care?- tabloid article.</p>	<p>Half term book study: Street Child by Berlie Doherty.</p>	<p>Variety of fiction and non-fiction extracts linked into World War 2 to enhance learning.          *Anne Frank Fact File          *Diary of Anne Frank extract.          *Literacy Shed film <b>VIPERS- Beyond the Lines.</b>          *Holocaust Poetry</p> <p>Begin SATS preparation focus. Revising types of questions that children need support with using both past papers and extracts.</p>	<p><i>SATS preparation focus.</i> Range of extracts from various genres. Revising types of questions that children need support with using both past papers and extracts.</p>	<p>Variety of fiction and non-fiction extracts linked into Ancient Greeks or Light (Science) to enhance learning:          *Facts about Light- non-fiction information text.          *Ancient Greece overview- information text. (compare to previous)          * Theseus and the Minotaur and The Quest of Medusa's head- Greek myths.          *Making Sense of Archimedes- mock interview (fiction)</p>	<p>Variety of fiction and non-fiction extracts linked into Evolution and Inheritance and themes of 'Change' to enhance learning:          *William Shakespeare study- non-fiction.          *Literacy Shed film <b>VIPERS- Broken: rock, paper, scissors.</b>          *What is evolution? A finch solution- non-fiction information and explanation texts.          *Song lyric comprehension</p>

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<p><b>Maths</b></p> 	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Place value</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Addition, subtraction, multiplication and division</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Fractions</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Position and direction</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Decimals</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Percentages</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Algebra</li> </ul>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Converting measures</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Perimeter, area and volume</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Ratio</li> </ul> <p>Mock SATS week</p>	<p><b>Statistics</b></p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Properties of shape</li> </ul>	<p>Consolidation and themed projects</p>
<p><b>Science</b></p> <p><b>Working Scientifically:</b></p>	<p><u>Living Things and their Habitats</u></p> <p>Who is Carl Linnaeus and how did he contribute to our understanding of living things?</p> <p>How are different living things organised?</p> <p>What condition affects the rate in which mould grows?</p> <p>*describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,</p>	<p><u>Electricity</u></p> <p>How does the voltage affect the brightness of bulbs?</p> <p>What are the electrical component symbols and why are they used?</p> <p>How does adding or removing components affect other electrical components within a working circuit?</p> <p>*associate the brightness of a lamp or the volume of a buzzer with the number and voltage</p>	<p><u>Animals including Humans</u></p> <p>How does exercise affect our heart rate and why?</p> <p>What is inside of our blood?</p> <p>What is the role of the circulatory system in our bodies?</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><u>Light</u></p> <p>How do we see?</p> <p>What impact has the work of Sir Issac Newton had on our understanding of light?</p> <p>What is a periscope and how can we make our own?</p> <p>*recognise that light appears to travel in straight lines.</p> <p>*use the idea that light travels in straight lines to explain that objects are seen because they give out or</p>	<p><u>Evolution and Inheritance</u></p> <p>* recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>*recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>	

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	<p>including micro-organisms, plants and animals.</p> <p>*Scientist Study- Carl Linneaus</p> <p>*give reasons for classifying plants and animals based on specific characteristics.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <p><b>Encyclopaedia Entry Based on their designed animal that could be found on Kensuke's Kingdom</b></p>	<p>of cells used in the circuit.</p> <p>*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.</p> <p>*use recognised symbols when representing a simple circuit in a diagram.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p><b>Associate the brightness of the lamp or volume of buzzer with the number and voltage of cells in a circuit.</b></p>	<div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p>reflect light into the eye.</p> <p>*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.</p> <p>*Research work of Sir Issac Newton.</p> <p>*use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>*identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. Research work of Charles Darwin.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	
<p><b>History</b></p>		<p><b><u>The Victorians</u></b> <i>Who were the Victorians and what did they do for us?</i></p> <ul style="list-style-type: none"> <li>Understand what life was</li> </ul>	<p><b><u>WW2</u></b> <i>What have we learnt from The Holocaust?</i></p> <ul style="list-style-type: none"> <li>Key dates, events and battles with a</li> </ul>	<p><b><u>WW2</u></b> <i>What was it like to live in Britain during World War 2?</i></p> <ul style="list-style-type: none"> <li>Focusing on Britain during</li> </ul>	<p><b><u>Ancient Greece:</u></b> <i>Spartans vs Athenians: which would you rather have been?</i></p>	

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		<p>like in Victorian Britain for different classes and ages.</p> <ul style="list-style-type: none"> <li>Explore how The Victorians impacted Leeds.</li> </ul> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p><b>KEY CONCEPTS:</b> Continuity and Change, Similarity, Difference and Significance.</p>	<p>focus on Germany and Hitler along with The Holocaust and Germany</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>KEY CONCEPTS:</b> Cause and consequence, Significance.</p>	<p>WW2 looking at the Blitz, roles of women and evacuation</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p><b>KEY CONCEPTS:</b> Cause and consequence, Continuity and Change.</p>	<ul style="list-style-type: none"> <li>A study of Greek life, achievements and their influence on the Western world.</li> </ul> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><b>KEY CONCEPTS:</b> Continuity and Change, Similarity, Difference and Significance.</p>	
<p><b>Geography</b></p> 	<p><b><u>Natural Disasters</u></b> <b>Enquiry Question:</b> Which type of natural disaster has the biggest impact on human life?</p> <p><b>End product:</b> Discussion/debate on</p>		<p><b><u>Mountains</u></b> <b>Enquiry Question:</b> Are all mountain ranges the same?</p> <p><b>End product:</b> create a booklet all about mountains.</p>			<p><b><u>Local Geography enquiry project</u></b> <b>Enquiry Question:</b> Does my local area have everything it needs for its inhabitants?</p> <p>OS maps</p>

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	answering the enquiry question.					Investigating the local area Land use and how it has changed over time. Digital technologies  <b>End Product:</b> group presentation
RE  	<b>2b:14</b>  How do religions help people live through bad times and good times?	<b>Christianity</b>  <b>Unit 2b.3 People of God</b> How can following God bring freedom and justice?	<b>Unit 2b.7 Salvation</b>  What difference does the resurrection mean to Christians?	<b>Unit 2b.7 Salvation</b>  What difference does the resurrection mean to Christians?	<b>Unit 2b.8 Kingdom of God</b>  What kind of king is Jesus?	<b>Unit 2b.2 Creation/Fall</b> <b>Creation and science:</b>  Conflicting or complementary
<b>Collective Worship Values</b>	<b>Justice</b>	<b>Friendship</b>	<b>Trust</b>	<b>Thankfulness</b>	<b>Truthfulness</b>	<b>Wisdom</b>
<b>Art</b>	<u>Drawing</u> Self-portraits/portrait focus.		<u>Drawing and Printing</u> <b>William Morris- artist study.</b> Creating repeated, symmetrical or rotated patterns	<u>DRAWING and PAINTING (additional art for pleasure- one off project)</u> Blitz drawings and painting Above and below ground	<u>SCULPTURE</u> Greek masks using clay  	<u>PAINTING</u>  

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			<p>(drawing, enlargement, manipulating scale)</p>  <p><i>Final product: repeated pattern printing.</i></p>	<p>In the Style of Henry Moore sketching (local link) and Wilfred Stanley Haines</p>  	<p>Ancient Greek Sculptors  <b>Myron, Phidias, Polyclitus, Praxiteles, Scopas, and Lysippus</b></p>	<p>Graffiti and street art of vandalism in the style of <b>Banksy</b></p> <p>How has architecture change in Leeds over time?          Architect study – Cuthbert Brodrick – local link during Geography visit (Leeds Town Hall, Corn Exchange)          Compare with Bridgewater Place, First Direct Arena</p>
<b>DT</b>		<p><b>Multi-aspect</b>          Who would want to go on your fairground ride?  <b>Focus:</b> Structures, mechanisms and electrical systems          Design your own Fairground ride incorporating</p>		<p><b>Textiles</b>          Who will wear your T-shirt?  <b>Focus:</b> Make do and mend project  <b>Outcome:</b>          Sewing – upcycling a T-shirt</p>	<p><b>Food and Nutrition</b>          What ingredient will you change/add?          Focus: Celebrating culture and seasonality  <b>Outcome:</b>          Design and make a traditional dish e.g. bread          changing/adding an ingredient – giving it a Greek twist!</p>	

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		<p>electricity for movement.</p>  <p>Fairground inventors – past and present</p>		 <p>Clothes designers</p>	<p>Research Greek Chefs</p> 					
<p><b>Music</b></p> 	<p align="center">See separate planning – Roundhay Music</p>									
<p><b>Computing</b></p> 	6.1 Coding	<p>6.2 Online Safety</p> <ul style="list-style-type: none"> <li>• 2DIY 3D</li> <li>• 2DIY</li> <li>• 2Code</li> <li>• 2Blog</li> </ul> <p>6.3 Spreadsheets</p> <ul style="list-style-type: none"> <li>• 2Calculate</li> </ul>	6.4 Blogging	<ul style="list-style-type: none"> <li>• 2Blog</li> </ul>	6.5 Text Adventures	<ul style="list-style-type: none"> <li>• 2Code</li> <li>• 2Connect (Mind Map)</li> <li>• Writing Templates</li> </ul>	6.6 Networks	<ul style="list-style-type: none"> <li>• 2Connect (Mind Map)</li> <li>• Writing Templates</li> </ul>	6.7 Quizzing	<ul style="list-style-type: none"> <li>• 2DIY</li> <li>• 2Quiz</li> <li>• Text Toolkit</li> <li>• 2Investigate (database)</li> </ul>
<p><b>PSHE</b></p> 	<p><b>Mental Health and Emotional Wellbeing</b></p> <p><b>Healthy Minds</b></p>	<p><b>Sex and Relationship Education</b></p> <p><b>Healthy relationships</b></p>	<p><b>Drug, Alcohol and tobacco education</b></p> <p><b>Weighing up risk</b></p>	<p><b>Identity, society and equality</b></p> <p><b>Human Rights</b></p>	<p><b>Keeping safe and managing risk</b></p> <p><b>Keeping safe – out and about</b></p>	<p><b>Sex and Relationship Education</b></p> <p><b>How a baby is made</b></p>				

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				Mr Hessian to talk about his experience of WW2.		
<p><b>Global Links</b></p> 	<p>Global goal 3 'Good Health and Wellbeing' PSHE links with mental health. Display in Y6 shared area.</p>  <p><b>What does good mental health look like?</b></p>	<p>Global goal 5 'Gender equality' PSHE link with gender stereotypes.</p>  <p><b>What is a gender stereotype and how can we overcome them?</b></p>		<p>Global goal 2 'Zero Hunger'. PSHE links with Human Rights and homelessness.</p> <p><b>How can we, or charities, support those in need?</b></p> 		<p>Global goal 11 'sustainable cities and communities' Geography links with local enquiry- visit and discussion about</p>  <p>Leeds City Centre. <b>How sustainable is my local area?</b></p>

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