



**Bramley St. Peter's C of E Primary School**  
**Year 6 Curriculum Long Term Plan 2023-2024**

*Journeying together with God*

	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> Which type of Natural disaster has the largest impact on human life? <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> Ancient Greek life: Does it still hold influence in the 21st Century? <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>	 		 	 	 	
<b>English</b>	<b>Writing to Entertain</b> Log Book <ul style="list-style-type: none"> <li>First Birthday on the Peggy</li> </ul>	<b>Writing to Inform</b> Biography	<b>Writing to Discuss</b> <b>Writing to Inform</b> Explanation Text	<b>Writing to Inform</b> Newspaper report Reporting on a night during the Blitz.	<b>Writing to Entertain</b> Classic poetry Study of The Jabberwocky.	<b>Writing to Entertain</b> Suspense writing 'Alma' short film from Literacy shed

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	<p>Sue- linked to Kensuke's Kindgom.</p> <p><b><u>Writing to Entertain</u></b>          Dramatic Writing- extract</p> <ul style="list-style-type: none"> <li>• Thai beach when Tsunami hits.</li> </ul>	<ul style="list-style-type: none"> <li>• The life of Queen Victoria.</li> </ul> <p><b><u>Writing to Persuade</u></b>          Persuasive letter to Queen Victoria persuading her to stop children working.</p>	<ul style="list-style-type: none"> <li>• How WW2 began.</li> </ul> <p><b><u>Writing to Entertain</u></b>          Flashback narrative</p> <ul style="list-style-type: none"> <li>• Based on ideas from Harmonica Picture Book.</li> </ul> <p><b><u>Writing to Entertain:</u></b></p> <ul style="list-style-type: none"> <li>• Alternate ending to Once</li> </ul>	<p><b><u>Writing to Persuade</u></b>          Persuasive speech</p> <ul style="list-style-type: none"> <li>• From Winston Churchill asking for support from women during the war.</li> </ul>	<ul style="list-style-type: none"> <li>• Write their own nonsense poem about a Greek mythical creature.</li> </ul> <p><b><u>Writing to Entertain</u></b>          Greek mythical creature non-chronological report</p> <p><b><u>Writing to Persuade</u></b>  <b><u>Writing to Discuss</u></b>          Debate</p> <ul style="list-style-type: none"> <li>• Should children be allowed on social media?</li> </ul>	<p><b><u>Writing to Entertain</u></b>          Narrative writing</p> <ul style="list-style-type: none"> <li>• inspired from 'Broken' on Literacy Shed</li> </ul> <p><b><u>Writing to Entertain</u></b>  <b><u>Writing to Inform</u></b>          Free verse poetry</p> <ul style="list-style-type: none"> <li>• Understanding emotions/mental health when facing change</li> </ul>
<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</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.</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.</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.</p>

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	<p><i>*Beneath the Earth-poem</i></p> <p><i>*Kensuke's Kingdom</i></p>		<p><i>*Literacy Shed film VIPERS- Beyond the Lines.</i></p> <p><i>*Holocaust Poetry</i></p> <p><i>Begin SATS preparation focus.</i></p> <p>Revising types of questions that children need support with using both past papers and extracts.</p>		<p><i>*Ancient Greece overview- information text. (compare to previous)</i></p> <p><i>* Theseus and the Minotaur and The Quest of Medusa's head- Greek myths.</i></p> <p><i>*Making Sense of Archimedes- mock interview (fiction)</i></p>	<p><i>*Literacy Shed film VIPERS- Broken: rock, paper, scissors.</i></p> <p><i>*What is evolution? A finch solution- non-fiction information and explanation texts.</i></p> <p><i>*Song lyric comprehension</i></p>
<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 Linneaus and how did he contribute to our understanding of living things?</p>	<p><u>Electricity</u></p> <p>How does the voltage affect the brightness of bulbs?</p> <p>What are the electrical component symbols</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>	<p><u>Light</u></p> <p>How do we see?</p> <p>What impact has the work of Sir Isaac Newton had on our understanding of light?</p>	<p><u>Evolution and Inheritance</u></p> <p>* recognise that living things have changed over time and that fossils provide information about</p>	

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	<p><b>How are different living things organised?</b></p> <p><b>What condition affects the rate in which mould grows?</b></p> <p>*describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>*Scientist Study- Carl Linnaeus</p> <p>*give reasons for classifying plants and animals based on specific characteristics.</p>     <p><b>Encyclopaedia Entry Based on their designed animal that could be found on Kensuke's Kingdom</b></p>	<p><b>and why are they used?</b></p> <p><b>How does adding or removing components affect other electrical components within a working circuit?</b></p> <p>*associate the brightness of a lamp or the volume of a buzzer with the number and voltage 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>  	<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><b>What is a periscope and how can we make our own?</b></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 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</p>	<p>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> <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>   
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		<p>Associate the brightness of the lamp or volume of buzzer with the number and voltage of cells in a circuit.</p>			<p>as the objects that cast them.</p> 	
<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 like in Victorian Britain for different classes and ages.</li> <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></p>	<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 focus on Germany and Hitler along with The Holocaust and Germany</li> </ul> <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><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 WW2 looking at the Blitz, roles of women and evacuation</li> </ul> <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>	<p><b><u>Ancient Greece:</u></b>  <i>Ancient Greek life: Does it still hold influence in the 21<sup>st</sup> Century?</i></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>	

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		Continuity and Change, Similarity, Difference and Significance.				
<b>Geography</b>  	<b>Natural Disasters</b> <b>Enquiry Question:</b> Which type of natural disaster has the biggest impact on human life?  <b>End product:</b> Discussion/debate on answering the enquiry question.		<b>Mountains</b> <b>Enquiry Question:</b> Are all mountain ranges the same?  <b>End product:</b> create a booklet all about mountains.			<b>Local Geography enquiry project</b> <b>Enquiry Question:</b> Does my local area have everything it needs for its inhabitants?  OS maps Investigating the local area Land use and how it has changed over time. Digital technologies  <b>End Product:</b> group presentation
<b>RE</b>  	<b>Christianity</b>  <b>Unit 2b.3 People of God</b> How can following God bring freedom and justice?	<b>U2:14</b>  How do religions help people live through bad times and good times?	<b>Unit U2.12</b> What will make our city/town/village a more respectful place?	<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 U2.11</b> Why do some people believe in God and some people not?

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<b>Collective Worship Values</b>	<b>Courage</b>	<b>Respect</b>	<b>Peace</b>	<b>Forgiveness</b>	<b>Compassion</b>	<b>Hope</b>
<b>Art</b>	<p><b>Painting and mixed media: Artist study</b></p> <p>Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p>		<p><b>Drawing: Make my voice heard</b></p> <p>From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.</p>			<p><b>Sculpture and 3D: Making memories</b></p> <p>Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p>
<b>DT</b>		<p><b>Electrical systems: Steady hand game</b></p> <p>Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard.</p>		<p><b>Textiles: Waistcoats</b></p> <p>Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose.</p>	<p><b>Cooking and nutrition: Come dine with me</b></p> <p>Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.</p>	

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<p><b>Music</b></p> 	<p align="center">See separate planning – Roundhay Music</p>					
<p><b>Computing</b></p> 	<p>6.1 Coding</p>	<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>	<p>6.4 Blogging</p> <ul style="list-style-type: none"> <li>• 2Blog</li> </ul>	<p>6.5 Text Adventures</p> <ul style="list-style-type: none"> <li>• 2Code</li> <li>• 2Connect (Mind Map)</li> <li>• Writing Templates</li> </ul>	<p>6.6 Networks</p> <ul style="list-style-type: none"> <li>• 2Connect (Mind Map)</li> <li>• Writing Templates</li> </ul>	<p>6.7 Quizzing</p> <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>Drug, Alcohol and tobacco education</b></p> <p><b>Weighing up risk</b></p>	<p><b>Relationships, Sex and Education</b></p> <p><b>Healthy relationships</b> How a baby is made</p>	<p><b>Identity, society and equality</b></p> <p><b>Human Rights</b></p>	<p><b>Relationships, Sex and Education</b></p> <p><b>FGM</b></p> <p><b>First Aid</b></p>	<p><b>Keeping safe and managing risk</b></p> <p><b>Keeping safe – out and about</b></p>
<p><b>MindMate</b></p> 	<p><b>Solving problems/ Making it better</b>  <b>Winning</b>  <b>What does it take?</b>          I can look after my mental health</p>	<p><b>Being the same, being different</b></p> <p><b>Body image /Social media</b>          I can talk &amp; listen in difficult discussions</p>	<p><b>Feeling good &amp; being me</b></p> <p><b>Self-Integrity</b>          I can stay true to myself despite external pressures</p>	<p><b>Friends &amp; Family</b></p> <p><b>Celebrating friendship</b>          I can talk about how I will maintain positive relationships</p>	<p><b>Strong emotions</b></p> <p><b>Happiness</b>          I have a good understanding of emotional wellbeing</p>	<p><b>Life Changes</b></p> <p><b>Moving on</b>          I can talk about changes I am looking forward to</p>

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<b>PE</b> <b>One</b> lesson <b>indoors</b> and one lesson <b>outdoors</b> per week	 <b>Complete P.E.</b> <small>INSPIRE LEARN SUCCEED</small>	<b>Net and Wall games:</b> Netball	<b>Athletics:</b> Throwing and Jumping	<b>Dance:</b> Carnival	<b>Invasion games:</b> Hockey skills	<b>Gym-nastics:</b> Matching and Mirroring	<b>Health Related Exercise</b>	<b>Net and Wall games:</b> Badminton	<b>Invasion games:</b> Tag Rugby skills	<b>Striking &amp; Fielding:</b> Cricket	<b>OAA:</b> Orienteering	<b>Athletics:</b> Competitions Bramley Olympics	<b>Striking &amp; Fielding:</b> Rounder's
 <b>Spanish</b>	Classroom routines Clothing Revision of family members Revision of Y4 adjectives		Recap of verb ser from Y4 and Y5 Occupation vocabulary Christmas		Buildings on the high street, directions, asking where places are. Recap of repetition requests from Y3/Y4 Recap of alphabet		Recap of days of the week and months of the year Easter		Names of places to visit Revision of previous topics		Revision of previous topics		
<b>Curriculum enhancements and experiences</b>	Agents of Change workshop  Getting to know you activity- using the Forest Garden. Orienteering/teamwork focus.		Abbey House Museum/Armley Mills trip  Residential: Robin Wood		Holocaust Talk (visitor in school)		Trip to Eden Camp  Evacuee afternoon as part of History lesson- sirens, making their luggage tag, design their suitcase.  Mr Hessian to talk about his experience of WW2.		Greek Day		End of year event  Geography local study visit- Leeds City Centre.		

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<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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