



**Bramley St. Peter's C of E Primary School**  
**Year 6 Curriculum Long Term Plan 23-24**

***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> 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>	 		 	 	 	   

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<p><b>English</b></p>	<p><b><u>Writing to Entertain</u></b> 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><u>Writing to Entertain</u></b> Dramatic Writing- extract</p> <ul style="list-style-type: none"> <li>• Thai beach when Tsunami hits.</li> </ul> <p><b><u>Writing to Entertain</u></b> Survivor Story (narrative)</p> <ul style="list-style-type: none"> <li>• writing our own versions based on different natural disasters.</li> </ul>	<p><b><u>Writing to Inform</u></b> Biography</p> <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>	<p><b><u>Writing to Discuss</u></b> <b><u>Writing to Inform</u></b> Explanation Text</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>Rest of genres TBC</p>	<p><b><u>Writing to Entertain</u></b> 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><u>Writing to Inform</u></b> Newspaper report</p> <ul style="list-style-type: none"> <li>• The Liberation of Auschwitz- day after the camp was found.</li> </ul> <p><b><u>Writing to Entertain</u></b> Narrative</p> <ul style="list-style-type: none"> <li>• A night for a child during The Blitz in Britain.</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</li> </ul>	<p><b><u>Writing to Entertain</u></b> Classic poetry Study of The Jabberwocky.</p> <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 Myth Writing</p> <p><b><u>Writing to Persuade</u></b> <b><u>Writing to Discuss</u></b> Comparison/Debate</p> <ul style="list-style-type: none"> <li>• Spartans Vs Athens- which one was it better to be during the ruling of the Ancient Greeks?</li> </ul> <p><b><u>Writing to Entertain</u></b> Exciting Extract</p> <ul style="list-style-type: none"> <li>• a Spartan soldier</li> </ul>	<p><b><u>Writing to Entertain</u></b> 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><u>Writing to Entertain</u></b> Narrative writing</p> <ul style="list-style-type: none"> <li>• Retelling of Town is by the Sea picture book.</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- links with various picture books (above)</li> </ul>
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				women during the war.  <b>Debating competition</b>	heading to battle.	
<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:  <i>*Perfect Storm- narrative extract</i>  <i>*Beneath the Earth- poem</i>  <i>*2004 Tsunami- newspaper article</i>  <i>*Old enough to vote but too young to care?- tabloid article.</i></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.  <i>*Anne Frank Fact File</i>  <i>*Diary of Anne Frank extract.</i>  <i>*Literacy Shed film VIPERS- Beyond the Lines.</i>  <i>*Holocaust Poetry</i></p> <p><i>Begin SATS preparation focus.</i>          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:  <i>*Facts about Light- non-fiction information text.</i>  <i>*Ancient Greece overview- information text. (compare to previous)</i>  <i>* Theseus and the Minotaur and The Quest of Medusa's head- Greek myths.</i>  <i>*Making Sense of Archimedes- mock interview (fiction)</i></p>	<p>Variety of fiction and non-fiction extracts linked into Evolution and Inheritance and themes of 'Change' to enhance learning:  <i>*William Shakespeare study- non-fiction.</i>  <i>*Literacy Shed film VIPERS- Broken: rock, paper, scissors.</i>  <i>*What is evolution? A finch solution- non-fiction information and explanation texts.</i>  <i>*Song lyric comprehension</i></p>
<b>Maths</b>	<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,</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>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>Converting measures</li> </ul> <p><b>Measurement</b></p>	<p><b>Statistics</b></p> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Properties of shape</li> </ul>	Consolidation and themed projects

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	<p>multiplication and division</p>		<ul style="list-style-type: none"> <li>Algebra</li> </ul>	<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>Science</b></p> <p><b>Working Scientifically:</b></p>	<p><u>Living Things and their Habitats</u></p> <p><b>Who is Carl Linnaeus and how did he contribute to our understanding of living things?</b></p> <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><u>Electricity</u></p> <p><b>How does the voltage affect the brightness of bulbs?</b></p> <p><b>What are the electrical component symbols 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</p>	<p><u>Animals including Humans</u></p> <p><b>How does exercise affect our heart rate and why?</b></p> <p><b>What is inside of our blood?</b></p> <p><b>What is the role of the circulatory system in our bodies?</b></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><b>How do we see?</b></p> <p><b>What impact has the work of Sir Isaac Newton had on our understanding of light?</b></p> <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</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> <p>*identify how animals and plants are adapted to suit their environment in different ways and</p>	

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	<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;">    </div>  <p><b>Encyclopaedia Entry Based on their designed animal that could be found on Kensuke's Kingdom</b></p>	<p>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;">   </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>		<p>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: center; gap: 10px;">   </div>	<p>that adaptation may lead to evolution. Research work of Charles Darwin.</p> <div style="display: flex; justify-content: center; gap: 10px;">    </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 like in Victorian Britain for different</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 focus on Germany and Hitler along with The</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 WW2 looking at the Blitz, roles of women and evacuation</li> </ul>	<p><b><u>Ancient Greece:</u></b> <i>Spartans vs Athenians: which would you rather have been?</i></p> <ul style="list-style-type: none"> <li>A study of Greek life, achievements and their influence on</li> </ul>	

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		<p>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>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>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>the Western world.</p> <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 answering the enquiry question.</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 Investigating the local area Land use and how it has changed over time.</p>

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						Digital technologies  <b>End Product:</b> group presentation
<b>RE</b>  	<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>Generosity</b>	<b>Perseverance</b>	<b>Responsibility</b>	<b>Love</b>	<b>Prayer</b>	<b>Service</b>
<b>Art</b>	<u><b>Drawing</b></u> Self-portraits/portrait focus.		<u><b>Drawing and Printing</b></u> <b>William Morris- artist study.</b> Creating repeated, symmetrical or rotated patterns (drawing, enlargement, manipulating scale)  	<u><b>DRAWING and PAINTING (additional art for pleasure- one off project)</b></u> Blitz drawings and painting Above and below ground	<u><b>SCULPTURE</b></u> Greek masks using clay    Ancient Greek Sculptors <b>Myron, Phidias, Polyclitus, Praxiteles,</b>	<u><b>PAINTING</b></u>  Graffiti and street art of vandalism in the style of <b>Banksy</b>  How has architecture change in Leeds over time?

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			<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><b>Scopas, and Lysippus</b></p>	<p>Architect study – Cuthbert Brodrick – local link during Geography visit (Leeds Town Hall, Corn Exchange) Compare with Bridgewater Place, First Direct Arena</p>
DT		<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? <b>Focus:</b> 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> <p>Research Greek Chefs</p>	

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		<p>electricity for movement.</p>  <p>Fairground inventors – past and present</p>		Clothes designers						
<p><b>Music</b></p> 	See separate planning – Roundhay Music									
<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>Healthy Minds</p>	<p><b>Sex and Relationship Education</b></p> <p>Healthy relationships</p>	<p><b>Drug, Alcohol and tobacco education</b></p> <p>Weighing up risk</p>	<p><b>Identity, society and equality</b></p> <p>Human Rights</p>	<p><b>Keeping safe and managing risk</b></p> <p>Keeping safe – out and about</p>	<p><b>Sex and Relationship Education</b></p> <p>How a baby is made FGM</p>				

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<b>MindMate</b>  	<b>Solving problems/ Making it better Winning</b> <b>What does it take?</b> I can look after my mental health		<b>Being the same, being different</b>  <b>Body image /Social media</b> I can talk & listen in difficult discussions		<b>Feeling good &amp; being me</b>  <b>Self-Integrity</b> I can stay true to myself despite external pressures		<b>Friends &amp; Family</b>  <b>Celebrating friendship</b> I can talk about how I will maintain positive relationships		<b>Strong emotions</b>  <b>Happiness</b> I have a good understanding of emotional wellbeing		<b>Life Changes</b>  <b>Moving on</b> I can talk about changes I am looking forward to	
<b>PE One</b>   lesson indoors and one lesson outdoors per week	<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> Orienteeering	<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.		Greek Day		End of year event  Geography local study visit- Leeds City Centre.	

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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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