



**Bramley St. Peter's C of E Primary School**  
**Year 6 Curriculum Long Term Plan 2020-2021**

***Journeying together with God***

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic and Big Question...</b>	<b>Natural Disasters</b> Can we prevent Natural Disasters from happening? <i>Geography/Science</i>	<b>Vile Victorians</b> Who are the Victorians and what did they do for us? <i>History</i>	<b>The Rise of Evil</b> What have we learnt from the Holocaust? <i>History</i>	<b>Blitz and Pieces</b> What was it like to live in Britain during WW2? <i>History</i>	<b>Go Greece Lightning!</b> Spartans vs. Athenians: Which would you have rather been? <i>History</i>	<b>Changes</b> Which changes are important to my life: past, present and future? <i>Science/PSHE</i>
<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	   

***Nurture***

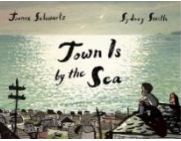














***Discover***

***Respect***



**Bramley St. Peter's C of E Primary School**  
**Year 6 Curriculum Long Term Plan 2020-2021**

*Journeying together with God*

						<p align="right">By Mel Tregonning</p>  
<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> </p> <p>Dramatic Writing- extract</p> <ul style="list-style-type: none"> <li>• Thai beach when Tsunami hits.</li> </ul>	<p><b><u>Writing to Inform</u></b> </p> <p>Biography</p> <ul style="list-style-type: none"> <li>• The life of Queen Victoria.</li> </ul> <p><b><u>Writing to Inform</u></b> </p> <p><b><u>Writing to Entertain</u></b> </p> <p>Non-chron report</p> <ul style="list-style-type: none"> <li>• Workhouse life. Focus on changing formality/ perspectives of inmates</li> </ul>	<p><b><u>Writing to Discuss</u></b> </p> <p><b><u>Writing to Inform</u></b> </p> <p>Explanation Text</p> <ul style="list-style-type: none"> <li>• How WW2 began.</li> </ul> <p><b><u>Writing to Entertain</u></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><u>Writing to Entertain</u></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><u>Writing to Inform</u></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><u>Writing to Entertain</u></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><u>Writing to Entertain</u></b> </p> <p>Greek Myth Writing</p>	<p><b><u>Writing to Entertain</u></b> </p> <p>Playscript writing.</p> <ul style="list-style-type: none"> <li>• Shakespeare study- links with Romeo and Juliet/changes Shakespeare made to language.</li> </ul> <p><b><u>Writing to Entertain</u></b> </p> <p>Narrative writing</p> <ul style="list-style-type: none"> <li>• Retelling of Town is by the Sea picture book.</li> </ul>

*Nurture*

*Discover*

*Respect*



**Bramley St. Peter's C of E Primary School**  
**Year 6 Curriculum Long Term Plan 2020-2021**

*Journeying together with God*

	<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>and government.</p> <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 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 Discuss</b> </p> <p><b>Writing to Inform</b> </p> <p>Balanced Argument</p> <ul style="list-style-type: none"> <li>Should Oskar Groning go to prison?</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> <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><b>Writing to Persuade</b> </p> <p><b>Writing to Discuss</b> </p> <p>Comparison/Debate</p> <ul style="list-style-type: none"> <li>Spartens Vs Athens- which one was it better to be during the ruling of the Ancient Greeks?</li> </ul> <p><b>Writing to Entertain</b> </p> <p>Exciting Extract</p> <ul style="list-style-type: none"> <li>a Spartan soldier heading to battle.</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/mental health when facing change-links with various picture books (above)</li> </ul>
Reading VIPERS						

*Nurture*




*Discover*

*Respect*



## Bramley St. Peter's C of E Primary School Year 6 Curriculum Long Term Plan 2020-2021

### Journeying together with God

<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> <ul style="list-style-type: none"> <li>*describe how living things are classified into broad groups according to common observable</li> <li>*characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>*give reasons for classifying plants and animals based on specific characteristics.</li> </ul>  <p>Encyclopaedia Entry</p>	<p><u>Electricity</u></p> <ul style="list-style-type: none"> <li>*associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>*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.</li> <li>*use recognised symbols when</li> </ul>	<p><u>Animals including Humans</u></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> <ul style="list-style-type: none"> <li>*recognise that light appears to travel in straight lines.</li> <li>*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.</li> <li>*explain that we see things because light travels from light sources to our eyes or from light sources to</li> </ul>	<p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> <li>* recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>*recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>*identify how animals and plants are adapted to suit their environment in different ways and</li> </ul>	

Nurture




Discover

Respect



**Bramley St. Peter's C of E Primary School**  
**Year 6 Curriculum Long Term Plan 2020-2021**

*Journeying together with God*

	<p>Based on their designed animal that could be found on Kensuke's Kingdom</p>	<p>representing a simple circuit in a diagram.</p>  <p>Associate the brightness of the lamp or volume of buzzer with the number and voltage of cells in a circuit.</p>		<p>objects and then to our eyes.</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> 	<p>that adaptation may lead to evolution.</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</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><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><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 the Western world.</li> </ul> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	

*Nurture*

*Discover*



*Respect*



**Bramley St. Peter's C of E Primary School**  
**Year 6 Curriculum Long Term Plan 2020-2021**



*Journeying together with God*

		dating from a period beyond 1066 that is significant in the locality.				
<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>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 Creation and science:</b>  Conflicting or complementary

*Nurture*






*Discover*

*Respect*



**Bramley St. Peter's C of E Primary School**  
**Year 6 Curriculum Long Term Plan 2020-2021**

*Journeying together with God*

Collective Worship Values	Courage	Respect	Peace	Forgiveness	Compassion	Hope
<p><b>Art</b></p>	<p><u>Drawing</u> Self-portraits/portrait focus.</p>		<p><u>Drawing and Printing</u> <b>William Morris- artist study.</b> Creating repeated, symmetrical or rotated patterns (drawing, enlargement, manipulating scale)</p> 	<p><u>DRAWING and PAINTING (additional art for pleasure- one off project)</u> Blitz drawings and painting Above and below ground In the Style of Henry Moore sketching (local link) and Wilfred Stanley Haines</p>  	<p><u>SCULPTURE</u> Greek masks using clay</p>  <p>Ancient Greek Sculptors <b>Myron, Phidias, Polyclitus, Praxiteles, Scopas, and Lysippus</b></p>	<p><u>PAINTING</u></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>

*Nurture*


*Discover*

*Respect*



**Bramley St. Peter's C of E Primary School**  
**Year 6 Curriculum Long Term Plan 2020-2021**

*Journeying together with God*

<p><b>DT</b></p>		<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 electricity for movement.</p> <p>Fairground inventors – past and present</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          Research fashion designers</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> <p>Research Greek Chefs</p>	
<p><b>Music</b></p> 	<p align="center">See separate planning – Roundhay Music</p>					



*Nurture*





*Discover*

*Respect*



**Bramley St. Peter's C of E Primary School**  
**Year 6 Curriculum Long Term Plan 2020-2021**

*Journeying together with God*

<b>Computing</b> 	<b>E-safety</b>		<b>We are software developers</b>  Developing a simple educational game		<b>We Are Architects</b>  Creating a virtual space		<b>We Are HTML Editors</b>  Editing and writing HTML					
<b>PSHE</b> 	<b>Mental Health and Emotional Wellbeing</b>  <b>Healthy Minds</b>		<b>Sex and Relationship Education</b>  <b>Healthy relationships</b>		<b>Drug, Alcohol and tobacco education</b>  <b>Weighing up risk</b>		<b>Identity, society and equality</b>  <b>Human Rights</b>		<b>Keeping safe and managing risk</b>  <b>Keeping safe – out and about</b>		<b>Sex and Relationship Education</b>  <b>How a baby is made</b>  <b>FGM</b>	
<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> Orienteering	<b>Athletics:</b> Competitions Bramley Olympics	<b>Striking &amp; Fielding:</b> Rounder's

*Nurture*







*Discover*

*Respect*



## Bramley St. Peter's C of E Primary School Year 6 Curriculum Long Term Plan 2020-2021

### Journeying together with God

<p><b>Spanish</b></p> 	<p>Classroom routines Clothing Revision of family members Revision of Y4 adjectives</p>	<p>Recap of verb ser from Y4 and Y5 Occupation vocabulary Christmas</p>	<p>Rooms of the house Recap of repetition requests from Y3 and Y4 Recap of alphabet</p>	<p>Recap of days of the week and months of the year Easter</p>	<p>Names of places to visit Revision of previous topics</p>	<p>Revision of previous topics</p>
<p><b>Curriculum enhancements and experiences</b></p>	<p>Agents of Change workshop</p>	<p>Abbey House Museum/Armley Mills trip</p> <p>Residential: Robin Wood</p>	<p>Holocaust Talk (visitor in school)</p>	<p>Trip to Eden Camp</p> <p>Evacuee afternoon as part of History lesson- sirens, making their luggage tag, design their suitcase.</p> <p>Mr Hessian to talk about his experience of WW2.</p>	<p>Greek Day</p>	<p>End of year event</p> <p>Geography local study visit- Leeds City Centre.</p>
<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>Global goal 5 'Gender equality' PSHE link with gender stereotypes.</p> 		<p>Global goal 2 'Zero Hunger'. PSHE links with Human Rights and homelessness.</p> 		<p>Global goal 11 'sustainable cities and communities' Geography links with local enquiry- visit and discussion about Leeds City Centre.</p> 

Nurture

Discover

Respect