

Long Long Ago (6)

History	English	Science
<p><b>History</b> Study the achievements of the earliest civilizations:</p> <ul style="list-style-type: none"> <li>Place the Ancient Egyptians, Ancient Greeks and Early Islamic civilizations chronologically - compare and contrast</li> <li>Locate the lands the Ancient Egyptians; Ancient Greeks and Early Islamic civilisations inhabited on maps – Compare and contrast locations</li> </ul> <p>Study where and when the first civilizations appeared in Ancient Egypt</p> <ul style="list-style-type: none"> <li>Identify the greatest achievements of The Ancient Egyptians: technology – the pyramids; Writing – hieroglyphics and papyrus; Medicine and ship building on the Nile</li> <li>Study the people; the Pharaohs and their rituals and how they were affected by the above; democracy and religious life</li> </ul> <p>Study Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> <li>The influence of the Ancient Greeks today: Democracy, what it means then and now; Greek culture: art; architecture; drama; mythology and religious life including influences and legacy on our modern day life</li> </ul> <p>Contrast the early Islamic civilizations with British history</p> <ul style="list-style-type: none"> <li>Family and tribal life in the Arabian peninsula in 3000BC and the reasons for living in this way</li> <li>The need for government and democracy</li> <li>The origins and formation of Islam and religious life</li> <li>A study of the importance of Baghdad – A centre for commerce and scholarship</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Using the research about the ancient civilisations, groups of children will create historical documents to provide the evidence about the times. These will include letters; proclamations; diary entries and record books</li> <li>The children in their groups will write a play script to describe either an incident from one of the civilisations or the life and times, involving significant characters.</li> <li>They will act out and develop scenes from the play scripts.</li> <li>Children in other groups will ask questions and drama techniques will be used in order to provide the answers about the times and events</li> </ul>		
<p><b>Science</b> Animals including humans (Yr5)</p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul> <p>Evolution and inheritance (Yr6)</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> </ul>		

Welcome to Planet Earth (5)

Geography	English	Science
<p><b>Geography</b> Locational knowledge</p> <ul style="list-style-type: none"> <li>Decide on the most significant environmental regions in the world and locate on maps; identify significant human and physical characteristics and locate on maps; decide on and identify the world's major countries and cities (including Russia) Justify reasons for choices of above</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern and southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Human and Physical geography</p> <ul style="list-style-type: none"> <li>Describe, understand and locate climate zones; biomes and vegetation belts. Understand the significance of these and their importance to the earth</li> <li>Understand the distribution of natural resources including energy, food, minerals and water</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Carry out research about ethical organisations such as Greenpeace; Fairtrade; Dolphin friendly fishing etc. and the work they do</li> <li>Write reports about effects of climate change following geographical research</li> <li>Select an unethical company (based on research) and write a letter to explain the negative impact of deforestation or unethical practices. Use the letter to write the arguments and use this to persuade the company to stop its practices.</li> <li>Write the newspaper report and associated articles/ press releases detailing the events and practices from the deforestation scene in Running Wild.</li> </ul>		
<p><b>Science</b> Living Things and their Habitats (Yr4)</p> <ul style="list-style-type: none"> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul> <p>Living Things and their Habitats (Yr6)</p> <ul style="list-style-type: none"> <li>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</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p>Evolution and inheritance (Yr6)</p> <ul style="list-style-type: none"> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>		

A French Connection(5 +1)

English	Art	Science
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Read a range of poetry and understand the themes within the poems</li> <li>Write own poems about Paris and using the theme of light ( for those who are visiting, possibly after they have returned from their visit)</li> <li>Read descriptions of places including Paris, both factual and romanticised. Compare descriptions. Write own</li> <li>Write a range of persuasive arguments based upon the work completed in P4C</li> <li>Write biographies of artists and or philosophers living in France in the 19<sup>th</sup> century.</li> <li>Write diary entries about events in France as the enlightenment movement took off. Write from both perspectives – the new enlightened thinkers and the traditional thinkers who retained their beliefs and original ideas about life</li> </ul>		
<p><b>Art</b></p> <ul style="list-style-type: none"> <li>Study the work of a range of French artists and architects of the period. Select from (artists) Degas; Monet; Manet; Renoir; Toulouse Lautrec; (architect) Gustav Eiffel (Eiffel tower);Henri Deglane( Le Grand Palais); Victor Laloux (Gare D'Orsay)</li> <li>Recreate art in the style of the artists</li> <li>Complete pencil drawings of the popular 19<sup>th</sup> century buildings in Paris</li> </ul>		
<p><b>Science</b> Light(Yr6)</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 objects and then to our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>		

Year 6 Curriculum 2014-2015

A Christmas Carol (2)

RE	English	PSHE
<p><b>RE</b></p> <ul style="list-style-type: none"> <li>Consider the images of Christmas portrayed in A Christmas Carol – what are they and how and why have they been used?</li> <li>Identify the themes in the story of A Christmas Carol – poverty; charity; greed; forgiveness and compassion relate them to the choices we make in life and the impact of these – make the connections to the Christian religion</li> </ul>		
<p><b>English</b></p> <ul style="list-style-type: none"> <li>Listen to the story of a Christmas Carol and discuss the characters and themes of the story.</li> <li>Hot seat Scrooge and Bob Cratchitt – different children (as well as the teacher) take turns to play the characters to be hot seated giving different answers based upon opinions with justification – try to find out why Scrooge turned out the way he did</li> <li>Write a letter to Scrooge advising him of the error of his ways and how he should be better</li> </ul>		
<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>Answer questions related to the text: What kinds of decisions do I make? How do I make decisions? What influences our choices? How do we make informed choices in our everyday lives?</li> </ul>		

Here we go again (5)  
Roll up, Roll up!

English	Maths	Computing
<b>English</b> <ul style="list-style-type: none"> <li>Decide on the most effective ways to survey to survey the target audience and design the survey.</li> <li>Use formal language in order to carry out the survey in a professional manner.</li> <li>Use note taking techniques and transcription skills to carry out the survey and write up the proposal for the project to present to key people in the group/ school.</li> <li>Create a business plan from research and surveys</li> <li>Use persuasive language to write letters to and persuade key people to support the project (e.g. governors to release initial funds for start up costs etc.)</li> <li>Design and produce high quality invitations; marketing posters; flyers; fact sheets; reports for newsletter, school newspaper etc. to advertise product</li> <li>Maintain a group blog on progress of the project</li> <li>Read 'company reports 'and produce own to present back to governors following the sales of the product</li> </ul>		
<b>Maths</b> <ul style="list-style-type: none"> <li>Carry out surveys for market research, analyse data in order to decide on service or product</li> <li>Research costs of materials etc. and estimate total costs to decide whether product viable maintain accounts</li> </ul>		
<b>Computing</b> <b>Use Switched on ICT (year 6 unit 6.5 p18)</b> <ul style="list-style-type: none"> <li>Use Excel Spreadsheet to keep a track of the project and analyse resources and costs</li> <li>Use of Microsoft Publisher to develop marketing materials</li> <li>Use of other software in order to produce photography; personalised stationary; original or classic poems as illustrated prints; IT training as appropriate</li> <li>Understand safe and responsible use of ICT – appoint a compliance officer in the grouped to ensure school policies and procedures are followed</li> </ul>		

Here we go again 2 (4)  
Play the game

English	Maths	Computing
<b>English</b> <ul style="list-style-type: none"> <li>Discuss story themes that would be effective to develop an on line game – agree the features of a story that would be effective for this</li> <li>Use a storyboard from known stories (text from text base curriculum) investigate the features that would make it successful for a game.</li> <li>Use a story board to develop their own story as the narrative for the adventure game</li> <li>Write clear character descriptions and settings to support story board and game.</li> <li>Write the rules for the game</li> <li>Write the blurb to accompany the game on the box</li> </ul>		
<b>Maths</b> <ul style="list-style-type: none"> <li>Complete a range of 'puzzles ' and problems in order to develop problem solving skills</li> <li>Experiment and construct mathematical puzzles for others to solve</li> <li>Use measurements including area and perimeter to design and create packaging for the game</li> </ul>		
<b>Computing</b> <b>Use Switched on ICT (Year 6 unit 6.3 p24)</b> <ul style="list-style-type: none"> <li>Use of Microsoft PowerPoint</li> <li>Use of Scratch</li> <li>Discuss e safety, such as age limitations of games; safe searching for online interactive fiction</li> <li>Develop an understanding of the construction of non linear narrative</li> <li>Develop skills in managing and manipulating images, audio and video</li> <li>Develop an understanding of associating actions, including hyperlinks, with objects</li> <li>Develop team work and project management skills through collaborative work</li> <li>Develop sensitivity to an audience when constructing multi media work</li> <li>Develop understanding through testing and improvement</li> </ul>		

A Problem shared..... (6)

PSHE	English	Maths
<b>PSHE</b> Year 6 to 7 secondary transition work <ul style="list-style-type: none"> <li>Orientation around new secondary school: use of school brochures; bus timetables; school uniform pricing structure; school lunch menus and costing to answer questions about their new school</li> <li>Compose personalised questions and identify concerns, making contact with the school staff and former pupils for answers</li> <li>Consider own aspirations and opportunities at their new school</li> <li>Consideration of Rights and Responsibilities and what this will mean for them</li> </ul>		
<b>English</b> <ul style="list-style-type: none"> <li>Read and complete activities associated with the text 'Flour Babies' by Anne Fine</li> <li>Consider the work of the author Michael Morpurgo ( Malmesbury Park's featured author) make comparisons between his work and that of Anne Fine</li> <li>Write own fiction story about moving up to secondary school</li> <li>Write a review of their time at Malmesbury Park including examples of both the highlights and the lowlights!</li> <li>Write their recommendations to current year 5 about how to approach life in year 6 and 'Top Tips'</li> <li>Collate and write articles for the leavers assembly; photos with clips, slogans and amusing captions and video footage</li> </ul>		
<b>Maths</b> <ul style="list-style-type: none"> <li>Complete a range of CAME maths problems – following an investigative approach to maths and problem solving</li> </ul>		