



Roseberry Primary School Working Long Term Map 2022-2023

Year 6

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Topic Question</b>		<b>Have YOU got the power?</b>	<b>Victorians</b>	<b>Mountains and Survival</b>	<b>Where Would you Rather, France or French Guiana?</b>	<b>Tudors/Parliament</b>	<b>Who were the Mayans?</b>
<b>NC Coverage</b>		- Aspect or theme in British History extending chronological knowledge beyond 1066 (powerful women in history)	Aspect or theme in British History extending chronological knowledge beyond 1066 (powerful women in history)	The UK and local area (geographical Knowledge) Physical themes (Geographical Understanding) Deepen an understanding of the interaction between physical and human processes.	Study a region of Europe and compare and contrast with the Americas (France and French Guiana)	Aspect or theme in British History extending chronological knowledge beyond 1066 (powerful women in history)	Non-European society (Mayans and their civilisation)
<b>British Values SMSC</b>		The rule of Law and respecting the criminal and civil law of England  Respect for different people's faiths, feelings and values	Respect for different people's faiths, feelings and values	Sense of enjoyment in learning about 'themselves'	Understanding and appreciating different cultures and beliefs  Respect for different people's faiths, feelings and values	Knowledge of how Britain's parliamentary system has shaped our history and values	Sense of enjoyment and fascination – the Mysterious Mayans  Respect for different people's faiths, feelings and values
<b>Global Goals/RRSA</b>		5. Gender equality	6. Clean water and sanitation	8. Decent work and economical growth	13. Climate action	3. Good health and wellbeing	
<b>National Curriculum Coverage</b>	<b>Science</b>	Electricity  Working Scientifically	Working Scientifically	Light	Evolution and Inheritance	Living things and habitats	Animals including humans* Relationship/Puberty Talk
	<b>Computing</b>	Internet safety: Raising Awareness  Power of social media	Internet safety: What is copyright?	Heroes and Villains  Graphics	Internet Safety: Cyberbullying and Reporting Abuse	Internet Safety: Gaming and Collaboration	Internet Safety: Social Networking  Let's Learn a Language
	<b>History</b>	Compare similarities, differences and changes between, across and within the lives of people in the past and modern day. Explain the role and significance of different causes and effects of a range of events and developments	Extend chronological knowledge beyond 1066 Stuarts (beyond 1066) and sequence the past, placing key events on the time line. Change and development (Knowledge) Cause and Effect (Knowledge)	Understand how our knowledge of the past is constructed from a range of sources	N/A	Aspect or theme in British History extending chronological knowledge beyond 1066 (powerful women in history)	Non-European society giving a contrast to British History (Mayans) Critically evaluate the significance the Mayans, and influential people in history on modern day society. <b>Summarise</b> main features of the Mayan Society <b>Sequencing the Past (Skills)</b> - the key events/objects/themes/societies/people of main Mayan periods using specific dates <b>Change and development (Knowledge)</b> Explore hierarchy and how social structure compares to that of the ancient Maya

			Using Sources as Evidence – Historical Enquiry				<b>Cause and Effect (Knowledge)</b> – why is there little evidence of the Mayan Society – how do we know what we know? <b>Significance and Interpretation (Knowledge) Project</b> - the significance of the achievements and legacy of The Mayans
<b>Geography</b>	Use the eight points of a compass, four and six-grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area. Plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.	Identify the countries and continents included in the British empire during the Victorian period.  ‘The Industrial Revolution’ Project Including changes over time in technological, scientific and industrial innovations	Understand biomes, vegetation belts, land use, economic activity, distribution of natural resources  Grid Reference recap	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. (Valencia, Seville, Málaga, Alicante, Las Palmas) and Mexico (Mexico City, Guadalajara City, Puebla City, Ecatepec) on physical and political maps.	Use a range of methods including sketch maps, plans and graphs, and digital technologies	Locate Spain and Mexico in relation to the Equator, longitude and latitude and time zones. Locate cities in Spain and in Mexico on physical and political maps. Explore key mountain ranges in Spain and Mexico, including highest points. Locate Spain and Mexico in relation to the Equator, the Tropics of Cancer and Capricorn, longitude and latitude, relating to their time zones, climate, seasons and vegetation. Compare the physical environment, climate and economic activity of Spain to Mexico	
<b>Art</b>	<b>Artists:</b> Banksy, Andre Link through the power of street art <b>Painting:</b> Artists:, Dali Revising colour <b>3D Work:</b> Artists: Magritte Recreate a 3D model from a 2D picture <b>Textiles and Textures:</b> Revisit sewing and stitching techniques taught in Y4 and Y5.	<b>Drawing:</b> use a range of pencils, chalks, crayons and charcoal to draw using specific drawing techniques to replicate art <b>Painting:</b> create a range of neutral shades and use tonal contrast within a painting <b>Knowledge of Artists and Responding to Art:</b> RB Martineau The Last Day in the Old Home 1862 and Augustus Egg Past and Present (Number 1) 1858 - what does it tell us about life for these Victorian families? <b>Print Making:</b> string print Christmas card	Improve mastery of techniques such as drawing and painting Learn about great artists Famous Artists (Lichtenstein – Pop art)	<b>Responding to art:</b> Identify artists who have worked in a similar way to their own work <b>Drawing:</b> Explore space and perspective <b>Use a Spanish or Mexican landscape.</b> <b>Painting:</b> Use different materials to apply paint making choices to create artistic individualism <b>Use Spanish/Mexican stimuli to practise the above effects.</b> <b>Printing:</b> Look at printing styles from different cultures and compare similarities and differences.	Print Making  Textures and textiles  Art through technology	<b>Developing Ideas:</b> annotate own drawings to show techniques, likes, dislikes, suggestions for improvements/changes <b>3D Work:</b> work with clay to create their own artwork in the style of the Maya, e.g. create a Mayan tile, stele or coil pot	

	<p><b>DT</b></p>	<p>Select from and use a wider range of tools and equipment to perform practical tasks.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>	<p>Carry out research to identify the needs, wants, preferences and values of particular individuals and groups; generate, develop, model and communicate their innovative ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, drawing on their research; accurately apply a range of finishing techniques, including those from art and design; plan the order of their work, choosing appropriate materials, tools and techniques</p>	<p>Analyse and Evaluate existing products</p>	<p>3D structures Gears and pulls Computer aided design.</p>	<p>Selecting the correct tools</p> <p>3D structures</p> <p>Evaluation</p>	<p>Uses design to develop a food using local ingredients</p> <p>Understand seasonality; prepare and cook mainly savoury dishes for a healthy and varied diet</p>
	<p><b>Music</b></p>	<p>Creating and Developing Musical Ideas (Composing)</p> <p>Child to use a range of notation to create their own powerful music.</p>	<p>Responding and Reviewing Creating and developing musical ideas Controlling sounds through signing and playing</p>	<p>Use voice and instruments with increasing accuracy, control and expression Perform with control and expression solo and in ensembles Composition – notation Leavers' Performance</p>	<p><b>Controlling Sounds Through Singing and Playing (Performing):</b> Improvise using 5 notes of the pentatonic scale <b>Creating and Developing Musical Ideas (Composing):</b> Tinkling sounds (timbre – quality of sounds) <b>Link to French Guiana sounds e.g. rainforest. How could we compose this? Which instruments?</b> Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals)</p>	<p>Controlling Sounds Through Singing and Playing (Performing)</p> <p>Listening and Applying Knowledge and Understanding (Musical Dimensions and Notation)</p>	<p>Listening and applying knowledge and understanding (musical dimension and notation) Creating and developing musical ideas Controlling sounds through signing and playing</p>
	<p><b>PE</b></p>	<p>Dance</p>	<p>Striking and Fielding</p>	<p>Athletics</p>	<p>Invasion Games</p>	<p>Core Fitness</p>	<p>Ball Skills</p>

	RE	Rites of Passage (Stockton syllabus)	Why are the gospel accounts different? (Christmas)	SATs/Transition (as per Stockton syllabus)	Expression of Faith through art (Stockton syllabus)		
<b>Visits, Visitors and Enrichment</b>		Crucial Crew	<b>Victorian Workhouse experience.</b>			Tudor Trip	<b>Chocolate tasting</b>
<b>Writing Genre Coverage</b>		Biography <b>Recount (Charrterpix)</b>	<b>Action Stories (Video Clip: Twitter)</b> Newspaper Article	Non Chronological Report Diary Entry	<b>Persuasive Article (Travel Company)</b> Letter	<b>Speech (Record for MPs)</b> Balanced Arguments	Explanation Text Invitation
<b>Genre Coverage Wider Curriculum</b>		Descriptive Writing	Fact File	<b>Information Guide (Send to an explorer)</b>	Stories (other cultures)	Debates Comic Strip	<b>Recipes (FB)</b>
<b>Bespoke Books</b>		Mr Stink- David Walliams	Wilma Jean the Worry Machine The Warrior	Max and the Millions by Ross Montgomery	Wonder (new)	The Boy at the Back of the Class	The Boy in the Dress- David Walliams Granny
<b>Suggested Topic Texts</b>		Matilda	The Secret Diary of Jane Pinny by Philip Ardagh				The Arrival
<b>French</b>		Describing French characters Coco Chanel Sainte Bernadette Jean D'arc	Jobs	Quel temps fait-il? Weather	When I am older I would like to be		L'histoire de chocolat