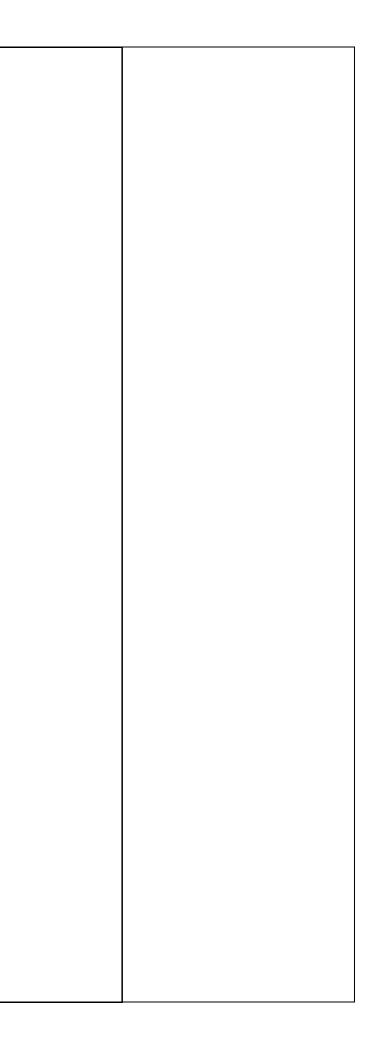
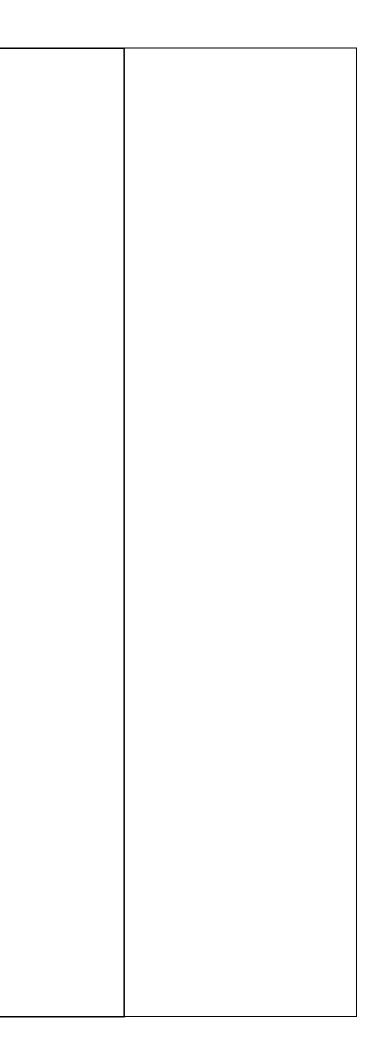
Milepost 3

Year 6	New History - The great, the bold and the brave	New History - The great, the bold and the brave	Going Global (6-7 weeks)	Science - out of Africa (4 weeks)	Updated 2015 Fairgrounds (10 -11 weeks)	Science - Existing, endangered, extinct?
	(8 weeks)	(8 weeks)				(2-3 weeks)
Science Plan	Light Recognize that light appears to	traval in straight lines. Use the	Animals Including Humans	Evolution and Inheritance	Electricity	<u>Living Things and Their</u> <u>Habitats</u>
different types of scientific enquiries to answer	Recognise that light appears to idea that light travels in straigh are seen because they give out Explain that we see things beca sources to our eyes or from ligh to our eyes. Use the idea that l	or reflect light into the eye. Ause light travels from light at sources to objects and then	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and
questions, including recognisin g and	explain why shadows have the s		of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to	components function,	differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals
controlling variables			water are transported within animals, including humans.	their parents. Identify how animals and plants are	switches. Use recognised symbols when representing a	based on specific characteristics.
where necessary				adapted to suit their environment in different ways and that adaptation may	simple circuit in a diagram.	
Take measurem				lead to evolution.		
ents, using a range of scientific						
equipment , with						
increasing accuracy and						
precision, taking						
repeat readings when						
appropriat e						
Record data and results of						

increasing				
increasing				
complexity				
using				
scientific				
diagrams				
and labels				
and labels,				
classificati				
on keys,				
tables,				
scatter				
graphs,				
graphs,				
bar and				
line graphs				
Identify				
scientific				
evidence				
that has				
been used				
to support				
or refute				
ideas or				
arguments				
5				
Report and				
present				
findings				
findings				
from				
enquiries,				
including				
conclusion				
s, causal				
relationshi				
ps and				
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ns of and				
degree of				
trust in				
results, in				
oral and				
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forms such				
as displays				
and other				
presentati				
ons				
0.15				
Use test				
results to				
make				
prediction				
L	L	1	1	1



s to set up further			
comparati			
ve and fair tests			
We have			
opportunit			
ies to share our			
understan			
ding, our			
ideas and our			
opinions.			
We can discuss			
'What			
if?' and			
'Why not?'.			
ü We ask			
questions and we			
use our			
scientific skills to			
find out			
the			
answers for			
ourselves.			
We carry			
out			
practical			
investigati ons,			
choosing			
suitable scientific			
equipment			
and using			
it correctly.			
We cover a range of			
scientific			
	<u> </u>		



		1	
skills			
throughout			
the year,			
building on			
them each			
time and			
self-			
assessing			
our			
progress.			
We link			
our			
Science			
learning to			
the real			
world - we			
make			
connection			
s with			
what we			
have			
learnt before and			
with our			
own			
experience			
s of the			
world			
around us.			
Geography	3.1 Know that the study of		3.2 Know about t
	geography is concerned with		physical and hum
	<mark>places and environments in</mark>		and environment
	the world around them		particular localit
	3.3 Know about the		3.7 Know about t
	similarities and differences		geography of the
	between particular localities		the school
	10 relation to the availability		3.12 Be able to e
	relation to the availability		trade, production
	and exploitation of natural and human resources		tourism, and its e
	3.4 Know how the features of		people's lives
	particular localities influence		3.13 Be able to u
	resources, production and		photos, ICT, bool
	trade		posters to gather
	3.11 Know how people affect		about
	the environment through		production, tradi
	trade, transport and tourism		tourism
•			

ut the main numan features ental issues in alities ut the the area around	
<mark>o enquire into</mark> tion and ts effects on	
o use maps, books and her information rading and	

	3.14 Be able to collect and	3.14 Be able to collect and
	record evidence to answer	record evidence to answer
	geographical questions	geographical questions
	3.15 Be able to identify	3.18 Be able to use
	geographical patterns and to	appropriate techniques to
	use their knowledge and	gather information
	understanding to explain	3.19 Be able to make maps
	them	and plans in a variety of
	3.18 Be able to use	
		scales using symbols and keys
	appropriate techniques to	3.22 Be able to explain how
	gather information	physical and human processes
	3.20 Be able to use and	lead to similarities and
	interpret globes and maps in	differences between places
	a variety of scales	3.24 Be able to communicate
	3.22 Be able to explain how	their knowledge and
	physical and human processes	understanding in a variety of
	lead to similarities and	ways
	differences between places	
	3.23 Be able to explain how	
	places are linked through	
	movement of goods and	
	people	
	3.24 Be able to communicate	
	their knowledge and	
	understanding in a variety of	
	ways	
	3.27 Understand how the	
	geographical features and the	
	availability of resources of	
	the	
	host country affect the lives	
	of the people who live there	
History 3.1 Know that the study of history is concerned with the past	3.1 Know that the study of	
in relation to the present	history is concerned with the	
3.2 Know about the characteristic features of the classical	past in relation to the present	
	3.2 Know about the main	
period of history		
	features of particular periods	
	and societies	
3.7 Know about the social, cultural, religious and ethnic	3.9 Be able to enquire into	
diversity of the periods studied	historical issues and their	
3.8 Know the terms associated with the periods they have	effects on people's lives	
	3.10 Be able to find out about	
3.9 Be able to enquire into historical issues and their effects	aspects of the past from a	
on people's lives	range of sources	
3.10 Be able to find out about aspects of the past from a	3.11 Be able to describe and	
	identify reasons for and	
3.11 Be able to describe and identify reasons for and results	results of historical events,	
	situations and changes in the	
	periods they have studied	
	3.12 Be able to describe and	
	make links between the main	
events, situations and changes both within and across periods		
	events, situations and	

interesting effects in portraiture or figure drawing. Black History Month (Brianna McCarthy - abstract self-portraits)paper, fabric and print techniques to create textural effects. Going Global (Indonesian Batique and Ghanain Kente Cloth)movement or advertisement advertisementCreate innovative art that has personal, historic or conceptual meaning. The Great, The Bold and the Brave (life drawings of Ancient Greek sculpture)Create art inspired by or giving an environmental message. Going Global (using Batique or Kente patterns to create environment focussed art)Use the wor artwork. FatCreate a 3-D form using malleable materials in the style of a significant artist, architect or designer using clay. TheExplain the significance of different artworks from a range	affects that of 3.15 Be able to	describe how the history of one country			
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Create a 3-D form using malleable materials in the style of a significant artist, architect or designer using clay. The Explain the significance of different artworks from a range	-	•			
Create a 3-D form using malleable materials in the style of a significant artist, architect or designer using clay. The Explain the significance of different artworks from a range	(
a significant artist, architect or designer using clay. The Explain the significance of different artworks from a range	Create a 3-D f	orm using malleable materials in the style of			
		•	Explain the significance of dif	ferent artworks from a range	
Great, The Bold and the Brave (life drawings of Ancient of times and cultures and use elements of these to create	-				
Greek sculpture) their own artworks. Existing, endangered, extinct (The		· •			
evolution of art and artistic movements i.e cave painting to	oreek seulptu		•	•	
Use line and tone to draw perspective. The Great, The Bold surrealism).	Use line and t	one to draw perspective. The Great. The Bold		lovements i.e cave painting to	
and the Brave (Local history buildings - Battersea Power		• •	suiteausii).		
		(Local history buildings - battersea Power			
Station)	Station				
Draw or paint detailed landscapes that include perspective.	Draw or paint	detailed landscapes that include perspective			
The Great, The Bold and the Brave (Local history buildings -		· · · ·			
	•				
Battersea Power Station)	Datter and Date	er station)			
Compare and contrast article' use of perspective	Battersea Pow				
Compare and contrast artists' use of perspective,					1
apsuraction, figurative and conceptual art. The Bold and	Compare and	• • •			
	Compare and abstraction, fi	gurative and conceptual art. The Bold and			
the Brave (Local history buildings - Battersea Power Station)	Compare and abstraction, fi the Brave (Loo	gurative and conceptual art. The Bold and			

ettes and characteristics of an artistic artist in artwork. Fairgrounds (Pop Art s)

of a significant printmaker to influence rounds Pop Art (Polyboard printing)

DT	2.1 Know that a second	26 Do oble to douter stard	
וט	3.1 Know that access to	3.6 Be able to devise step-by-	3.2 Know how the e
	technology varies and affects	step plans	lives of people in th
	people's everyday lives	3.7 Be able to consider the	country are affecte
	3.4 Be able to respond to	needs of users when designing	extent of technolog
	identified needs, wants and	and making 3.8 Be able to select the most	advance or availabi
	opportunities with informed		3.3 Know how the e
	designs and products 3.6 Be able to devise and use	appropriate available tools	lives of people in th
		and materials for a task 3.9 Be able to work with a	country are affecte extent of technolog
	step-by-step plans 3.7 Be able to consider the	variety of tools and materials	advance and availal
	needs of users when designing	with some accuracy	3.4 Be able to respo
	and making a printed	with some accuracy	identified needs, w
	t-shirt		opportunities with i
	3.8 Be able to select the most		designs and plans to
	appropriate available tools		simple useful produ
	and materials to make a		3.5 Be able to gathe
	printed t-shirt		information from fi
	3.9 Be able to work with a		evaluation and seco
	variety of tools and materials		research, using boo
	with some accuracy		ROMs and the Inter
	3.10 Be able to test and		suggest simple solut
	evaluate their own work and		to everyday probler
	improve on it		3.6 Be able to devis
	3.12 Be able to evaluate the		clear designs and st
	effectiveness of global brands		plans
	and marketing		3.7 Be able to consi
	3.13 Understand the need for		needs of users whe
	accurate design and working		and making useful
	3.14 Understand the ways in		everyday objects
	which brands and marketing		3.8 Be able to selec
	can be used to meet needs,		appropriate availab
	wants and opportunities		and materials for a
	3.16 Understand that the		from a given range
	quality of a product depends		3.9 Be able to work
	<mark>on how well it is made and</mark>		variety of tools and
	how		including electric c
	well it meets its intended		and magnets, with
	purpose		accuracy
			3.10 Be able to test
			evaluate their own
			the work of others a
			<mark>improve</mark>
			on it
			3.11 Be able to inve
			the way in which si
			products, such as m
			instruments, optica
			and road safety equ
			everyday use are
			designed and made
			<mark>they work</mark>

everyday the host <mark>ted by the</mark> ogical bility everyday their home ted by the ogical lability pond to wants and <mark>h informed</mark> to make ducts ther and use first hand condary ooks, CDernet, to lutions ems vise and use step-by-step

onsider the then designing ul s elect the most lable tools r a task ge ork with a and materials, c circuits th some

est and wn work and ers and

nvestigate s simple s musical cical devices equipment, in e ade and how 3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products 3.05 Be able to gather and use information to suggest solutions to problems 3.06 Be able to devise and <mark>use step-by-step plans</mark> 3.07 Be able to consider the needs of users when designing and making 3.08 Be able to select the most appropriate available tools and materials for a task 3.09 Be able to work with a variety of tools and materials with some accuracy 3.11 Be able to investigate the way in which simple products in everyday use are designed and made and how they work

					3.12 Be able to a effectiveness of products in ever 3.13 Understand accurate design 3.14 Understand which technolog to meet needs, y opportunities 3.15 Understand different technic and materials ar
					different tasks 3.16 Understand quality of a proc on how well it is how well it meets its purpose defined of intended audi
Enterprise		•	Research, evaluate, design, c	reate and sell a healthy cereal edge of healthy foods	The I Students resea will design and school partner
	Enterprise skills:		Enterprise skills:		Enterprise skills
	<u>Creativity</u> Learners develop ideas by asking themselves questions <u>Aiming High</u> Learners create plans that are informed by external views, including constructive criticism <u>Team Work</u> Learners contribute to group decision making, encouraging others to contribute <u>Speaking</u> Learners speak adaptively by changing their language, tone and expression depending on the response of listeners			g High	
				involve others in the best way	Learners develo
			<u>Staying positive</u> Learners keep trying when something goes wrong and		Learners set go
					Learners look create
	Civic participation: Working in and use knowledge, skills, and change to the environment.		Entrepreneurship: Researching the current market, pupils will make a bar that is both healthy and cost effective to sell to a thriving market.		International: D Send finished to
Bilingual social curriculu <u>m</u> (click on link for detailed plans)	Talking about yourself	Clothes and accessories	Exploring the town and beyond	Animals and pets	Food and

evaluate the fsimple ryday use <mark>d the need for</mark> and working the ways in gy can be used wants and

<mark>l that</mark> <mark>ques, tools</mark> re needed for

that the duct depends made and

intended by demands <mark>ience</mark>

Big Business Challenge/Production arch the current market for tote bags. Pupils make their tote bags alongside international r and send the finished article to the school.

s:

Creativity

op ideas by considering different perspectives

Aiming High oals and secure the right resources to achieve them

Staying positive

for opportunities in difficult situations, and new plans to use these opportunities

Design bags with international partner schools. ote bags to an international school.

drink	Parts of the body

RE	What is Humanism? To explain some Humanist	What are the main holy texts?	What are some of the different religions?	What is the Bible and how do its teachings affect	Where do differe worshi
Autumn 1:	beliefs	To explain the holy text of the specific year group	To describe and compare different religions and dive	people? To explain the importance of	To describe and different places
Whole	Christian Creation Story	religion and compare to the	deeper into a specific religion	Jesus and the Bible for	through study
School:	Harvest: UK vs Greece	Qur'an and the Bible		different people today	organised
Creation		(Adapted - Compared the	Religious Symbol: Buddhism		or gambed
Story and	Humanist rites of passage:	Hindu and Sikh Diwali	Galette des Roi WALT	Easter Story: Power and	Places of Worshi
Harvest	Science and the beginning of	stories/customs)		Hope: what is the message of	go to a Vi
Autumn 2:	the world: Pupils learn about		Who was the Buddha?	Easter to the World?	
Whole	the scientific explanation of	Christmas: Is Christmas only	To explain who the Buddha		Ramadan: Pupils
School:	the start of the world. They	for Christians? What does	was and how he influences	Shrove Tuesday WALT	the events of Rar
Advent +	are asked to share their	Christmas mean to me?	the lives of Buddhists		does not need to
Christmas	beliefs about the origins of		todayThe life of the Buddha:	Easter Around the world:	Muslims may cho
+ Churiotrasoa	the world and should begin to	Christmas Around the world:	Pupils learn about the life of	Spain Describe different units in	and then give
Christmas Around the	think about how they have come to form these ideas.	Asia Describe different ways in	the Buddha and the Four	Describe different ways in which Easter is celebrated in	poorer membe
world:	They could also hold a debate	which Christmas is celebrated	Sights that changed how he viewed the world. At each	Spain and to begin to identify	ummah. They sh down what w
world.	on the existence of God using	in Asia and to begin to	stage of the story, they could	which aspects of the holiday	challenging abo
Spring 1:	key word and evidence card	identify which aspects of the	create a freeze-frame to	are religious and non-	what they might
Whole	prompts.	holiday are religious and non-	show what the Buddha saw	religious. Explain why some	share food and
School:	F	religious. Explain why some	and be asked to explain the	people do not celebrate	importance of g
Galette		people do not celebrate	feelings of those involved.	Easter.	food to others. T
des Roi +		Christmas.	They could write a diary entry		collect food to
Religious			describing what happened	Gospel stories: Pupils are	homeless sh
Symbols		TriPitaka, Dhammapada		<mark>introduced to some of the</mark>	
				<mark>stories about Jesus in the</mark>	The life of a Bud
Spring 2:				Gospels, such as the Birth	Pupils learn a
Whole				Narratives. They explore what	different precep
School:				can be learnt about Jesus	taught that mo
Easter + Easter				from the different stories,	many more. They
Around the				and consider differences in how people, such as	about a day in t Buddhist monk a
world				shepherds, women, the sick	draw pictures t
world				and the poor, were treated at	each precept th
Summer 1:				this time, and why these	such as to show t
Whole				people were chosen to visit	might use and th
School:				Jesus. They should consider	might eat. They
Places of				who in society is not treated	about why other
Worship +				equally today and who might	the community p
Ramadan				<mark>be asked to visit Jesus if he</mark>	and what m
				<mark>was being born today. Pupils</mark>	<mark>challenging for n</mark>
Summer 2:				could also learn about other	<mark>as leaving thei</mark>
Whole				religions that use the Bible	behind
School:				today, such as Rastafarians.	
Celebratio					
ns					
Music					
1					

rent religions ip? od compare s of worship dy and an d visit

nip: pupils to /ihara

s learn about amadan, who o fast and why hoose to fast e money to bers of the should write would be out this and c learn. Pupils discuss the giving some The class can o give to a shelter.

ddhist monk: about the pts and are onks follow y are taught the life of a and should to describe hey follow, the bed they he food they should think **Buddhists in** provide food night be monks, such <mark>ir families</mark>

How do different religions celebrate life events?

To describe and compare wedding and naming ceremonies between Christianity, humanism and specific year group religion

Buddhism - Weddings and Naming Ceremonies

Buddhist wedding and naming ceremony

PSCHE (SEAL) Jigsaw	New Beginnings Being me in the wider world	Getting on and falling out Celebrating differences	Going for goals Dreams and goals	It's good to be me Healthy me	Relations Relations
British Values	Mutual respect and tolerance		Individual Liberty		Democra
Diversity	Liam Kofi Bright (theory of Knowledge - Paper Back in Time lesson) Comparing Greek Philosophy with Modern Philosophy 3.1 Know that the study of history is concerned with the past in relation to the present	Quintus Lollius Urbicus (North African Roman Leader of Britain) (3.20 Understand how some aspects of the past have been represented and interpreted in different ways)	Vanessa Nakate (Fridays for the Future, founded Rise Up Movement, climate campaigner) How can one country impact another? - Can one individual make an impact beyond their own society? (Think, Enlarge, Change lessons)	Patricia Bath (opthamologist - inventor and humanitarian academic) Can one person's achievements impact others (think expand change lessons).	Cynthia Bre (American robo invento Linked to forces (Computing less sustainability
Internatio nal links					

nships	Changes
ships	Changing Me
racy	Rule of law
reazeal	Justin Robionson
ooticist and	(@CountryGentlemanCooks)
tor)	(Botanist influencer)
(electricity), essons and y lessons.	