

GLPA Curriculum Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 6 | | | | | | |
| Year 6 Topic Title History/Geography | <u>Why is Nature so Varied?</u> EXTREME ENVIRONMENTS Darwin, Evolution and Inheritance | | <u>The Changing Role of Women in Society</u> How did the role of women in society change throughout the 20 th Century and to what extend is there gender equality today? | | <u>It's show time!</u> What do we need to do to plan and perform an end of year show? | |
| Science | Evolution and Inheritance Living Things and their Habitats | | Electricity and Light | | Animals including Humans - Healthy Lifestyles | Human Reproduction |
| History | <u>Autumn 1 + 2</u> The Voyage of the Beagle 1831-36 <ul style="list-style-type: none">What was the significance of Charles Darwin's time on board HMS Beagle?How did his research during this time influence Darwin's theories of evolution and natural selection?What was the impact of Darwin's theories on wider society? <u>Autumn 1</u> What was Britain's role in the slave trade? <ul style="list-style-type: none">When and how did Britain's involvement with slavery begin?How significant was the slave trade to the British economy in the 18th and 19th centuries?What role did the wider British Empire play in the slave trade?What influence did slaves have in the struggle to end slavery in the British Empire? | | Spring 1/Spring 2 The struggle for women's suffrage 1903 – 1928 <ul style="list-style-type: none">Why was the formation of the Women's Social and Political Union (WSPU) so significant to the struggle for women's suffrage?How influential was Emmeline Pankhurst in the suffrage movement?How did the campaign for women's suffrage change following to the formation of the WSPU?What changed for women in the UK as a result of the campaign for women's suffrage?How did the world wars change the role of women?To what extent did the role of women in society change as a consequence of the campaign for women's suffrage?What were the lasting effects of the suffragette movement on women in society across the 20th century? The study will make reference to: <ul style="list-style-type: none">First female MP, Nancy Astor elected in 1919.The Representation of the People Act 1918 and 1928. | | | |

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| | <p>This study will include an exploration of the lives of Olaudah Equiano and Mary Prince and their role in ending slavery across the British Empire.</p> | <ul style="list-style-type: none"> The appointment of Barbara Castle as minister of state in 1968. Equal Pay Act 1970. <p>Spring 2</p> <p>World War II – The Battle of Britain</p> <ul style="list-style-type: none"> What was wartime Britain like in 1940? Why was the Battle of Britain such a significant event in the World War II? Why did Germany launch their attack on Britain at this moment in the war? Why did Germany's invasion of Great Britain eventually fail? <p>I can explore the long-term consequences of historical events on subsequent time periods and how they might cause resultant events.</p> | | |
| Geog | <p><u>Animals and their Habitats (Link to Science)</u></p> <ul style="list-style-type: none"> Which biomes would we expect to see in countries along the Tropics of Cancer and Capricorn share? How do lines of latitude influence the climate and types of vegetation in the countries that lie near them? Why are the Arctic and Antarctic Circles so cold and what life do they support? <p>I can identify the position and significance of the Tropics of Cancer and Capricorn, and the Arctic and Antarctic Circles.</p> <p>I can describe and understand key aspects of biomes, climate zones and vegetation belts.</p> | <p><u>What are time zones?</u></p> <ul style="list-style-type: none"> What is a meridian and why are they significant? How are different time zones across the world determined? Why is Greenwich the site of the Prime Meridian Line? <p>I can identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</p> | <p><u>UK Trade</u></p> <ul style="list-style-type: none"> What are the UK's largest imports and exports? Which countries does the UK do most trade with? Why are these trade links important? Which natural resources are present in the UK and where are they? To what extent do natural resources account for the UK's exports? <p>I can describe and understand key aspects of economic activity including trade links, and the distribution of natural resources in the UK including energy, food, minerals and water.</p> <p>I can use a six-figure grid reference to find locations on a map.</p> | |

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| | <ul style="list-style-type: none"> I can use a range of resources, including maps, atlases, globes and digital/computer mapping to answer geographical questions. | | | | | |
| RE | How do Sikhs show commitment? | How Christmas celebrations help Christians understand who Jesus is? | How do Jews remember kings and prophets in worship and life? | What do Christians believe about Jesus's death and resurrection? | How does growing up bring responsibility? | How is relig imp in world today? What do atheists believe in? |
| <u>Reading spine</u> | <u>Black Powder</u> | | <u>Goodnight Mr Tom</u> | | <u>The Boy in the Striped Pyjamas</u> | |
| PE | Athletics - sprinting/relay/long distance/long, triple and high jump Fitness | Hockey Gymnastics – vaulting (squat through, straddle, gate vault) | Tennis Gymnastics – final assessment | Tag Rugby Netball | Fitness Rounders Child-led Games | Dance Sports Day Practice Football |
| Computing | <p>I can create simple databases – regional database package (Climate data)</p> <p>I understand how to respond to privacy notices and cookies</p> <p>I can identify spam emails and advertisements.</p> | <p>I can create multi-modal presentations – data collection services</p> <p>I understand the effects of cyberbullying and how to report it – link to Anti-Bullying Week (w/b 16th Nov)</p> | <p>I can program point scoring and costume changes in Scratch</p> <p>I can design new sprites and backgrounds in Scratch</p> | <p>I understand that computers use binary.</p> <p>I can identify reliable images and videos compared to edited versions</p> | <p>I can solve problems within my own code</p> | <p>I can begin to use simple commands to program in Python</p> |
| Art | Op Art ((Victor Vasarely, Bridget Riley, M.C. Escher) | | L.S. Lowry | | Giacometti – figures Proportion | |

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| | <ul style="list-style-type: none"> How do the artists studied use shape, colour and pattern to create the illusion of movement? Which materials did the artists studied use to create their art and why did they make these choices? What elements of the work studied can we draw upon to create our own pieces of op art? <p>Drawing: I can use a variety of tools and select the most appropriate.</p> <p>Painting: I can use a range of paint (e.g. acrylic, oil, watercolour) to create visually interesting pieces.</p> | <ul style="list-style-type: none"> What does Lowry's work tell us about everyday life in industrial society in mid-twentieth century Britain? How does Lowry's simple style contribute to the tone of his paintings? How can we draw on Lowry's work to create our own pieces relevant to the present day? <p>Painting: I can use a range of paint (e.g. acrylic, oil, watercolour) to create visually interesting pieces.</p> | <p>Awareness of composition – scale/foreground/middle/background</p> <ul style="list-style-type: none"> What mood does Giacometti's work set? How does the historical context in which Giacometti produced his art contribute to our understanding of it? What materials did Giacometti use to create his pieces? <p>Sculpture: I can develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p> <p>I can use materials other than clay to create a 3D sculpture.</p> |
| | <p>I can explore ideas and assess and evaluate visual and other information, including images and artefacts from different historical, social and cultural contexts.</p> <p>I can use this information to develop my ideas, taking account of purpose and the audience for my artwork.</p> <p>I can interpret visual and tactile qualities to communicate ideas and meanings, and realise my intentions.</p> <p>I can explain how my understanding of the context affects my views and what I do.</p> <p>I can plan and demonstrate considered ways of showcasing my work.</p> | | |
| DT | <u>Sewing a drawstring bag</u> | <u>Building an Anderson shelter</u> Children to create a model of an Anderson shelter using a balsa wood frame. In the | <u>Making a desk top fan</u> Children to design and make a fan that could be used in the classroom at a desk. |

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| | <p>Children to design and make a bag for Tom Garnett from the book <i>Black Powder</i>, to carry his treasured bible in.</p> <ul style="list-style-type: none"> How will my design match the intended purpose of the bag? What do I need to consider in the design phase? I can cut, join and shape the products I make with accuracy to ensure a high quality finish to my product. I can make modifications to the original design as I proceed. | | <p>design stage, the children will create a prototype using matchsticks. They will consider some key questions:</p> <ul style="list-style-type: none"> How will I join the wood? What will I use to cover the frame? How will I shape this material? I can generate, develop, model and communicate their ideas through prototypes and pattern pieces. I can cut, join and shape the products I make with accuracy to ensure a high quality finish to my product. | | <ul style="list-style-type: none"> What materials will I need to create the fan? How will I house the citciut to ensure it doesn't interfere with the function of the fan? What criteria will the product need to meet? I can generate, develop, model and communicate their ideas through prototypes and pattern pieces. I can cut, join and shape the products I make with accuracy to ensure a high quality finish to my product. | |
| Music | | | <p>Non-tuned and clap in time— pulse, rhythm, pitch</p> <p>Ukulele –terms: tempo, dynamics, melody, structure</p> | <p>Ukulele</p> <p>Understanding of history of music – chronology</p> <p>The orchestra</p> | <p>Singing production</p> <p>Sing and control voice</p> <p>Imp of integrated approach and apply to performance</p> | |
| PSHE and RSE | <p>Imp of permission seeking and giving in rels with friends peers and adults</p> <p>How to recog if family rels are making them feel unhappy or safe, and how to help</p> | <p>Ch under how we can look after our environm – why it's imp worldwide (assemblies)</p> | <p>Ch demon how to look after and save money and how money affects wellbeing</p> | | <p>Make choices how devel and sustain a healthy lifestyle and challenges/peer pressure secondary sch</p> <p>Ch make judgements</p> <p>Describe risks and dangers – legal/illegal drugs.</p> | <p>How a baby is conceived and born. Ways of dealing with physical and emo changes puberty brings.</p> <p>Chld under some of situations/challenges may face at sec sch</p> |

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| | <p>or advice from others if needed.</p> <p>How to report concerns or abuse, and the vocab confidence needed to do so.</p> <p>Where to get advice – family school etc</p> | | | | | |
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