





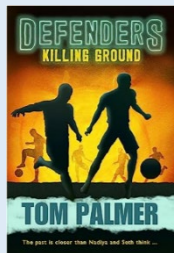
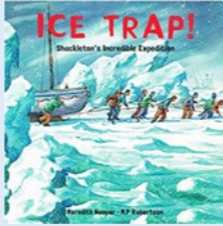

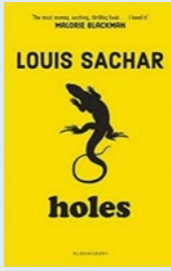
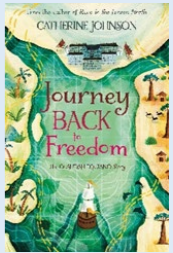


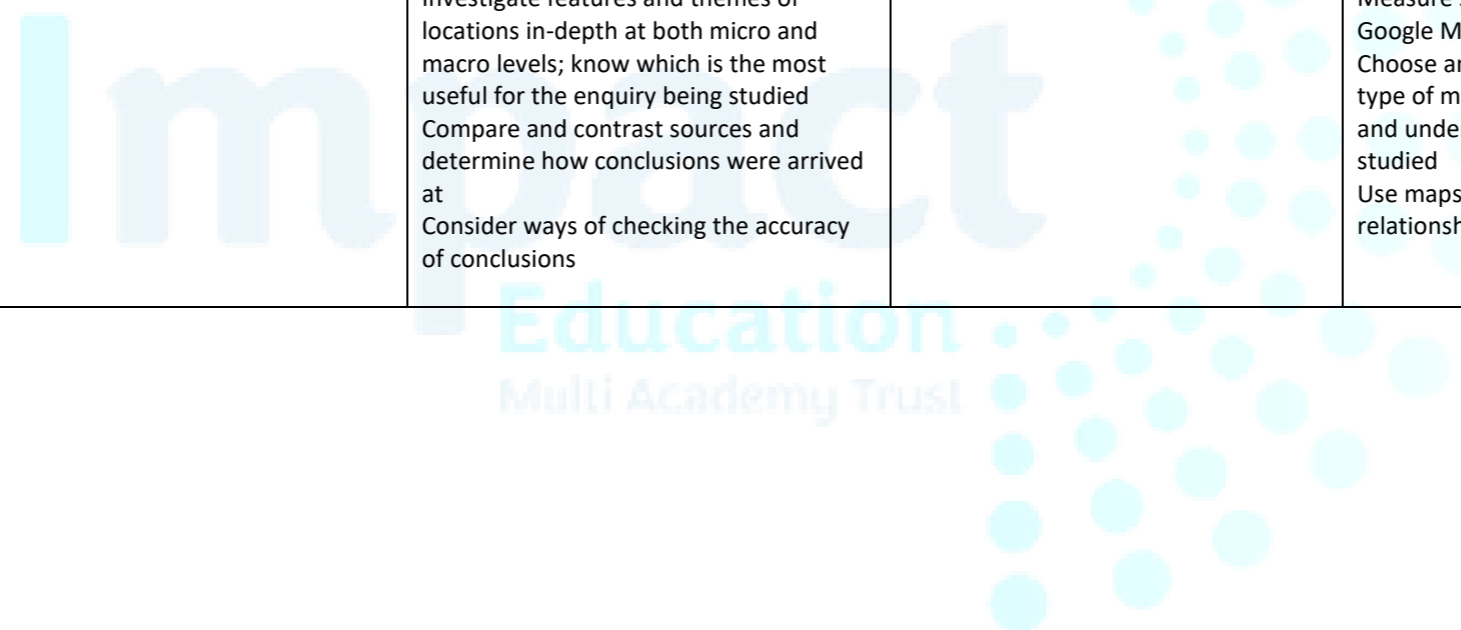
Lee Mount Academy Curriculum Long Term Plan

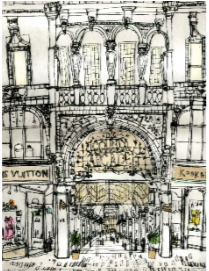





Year 6



	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topics Information	Ingleborough 	WWII 	Frozen Planet 	Crime & Punishment 	Britain & USA 	Discrimination 
Enquiry Questions	<p>How does Ingleborough compare to Halifax?</p> <p>What are the geographical features of Ingleborough?</p>	<p>How did Nazi Germany begin and what was it like there?</p> <p>How did the second world war begin and how were the UK involved?</p> <p>What was the impact of the Second World War on Yorkshire?</p> <p>How did British forces claim victory at the Battle of Britain?</p>	<p>Would you prefer to live in the Arctic or Antarctic?</p> <p>What could you do locally to help the global issue of climate change?</p>	<p>How has crime and punishment changed over the last 1,000 years?</p>	<p>Why do countries rely on trade links to support their economy?</p> <p>How does the physical and human geography within a biome affect economy and trade?</p>	<p>Has slavery been truly abolished?</p>
Golden Thread	Locational Knowledge Human Geography Mapping		Locational knowledge Mapping Physical and human geography (weather and climate) Climate change		Locational knowledge Physical and human geography Economy and trade	
		Conflict & Disaster		Conflict & Disaster		Society & Community
Book Led Literacy						

ROAP Outcomes		Parent Assembly	News report to explain the end of WWII	Survival guide	Play	American diner food challenge	Leavers assembly
Understanding the world	Geography	<p>Accurately comment on a location's environmental regions, key physical and human characteristics</p> <p>Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region outside of Europe, North/South America</p> <p>Choose and use the most appropriate type of map with precision to locate and understand a location being studied</p> <p>Use maps to analyse distribution and relationships</p> <p>Use 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the --United Kingdom and the wider world</p> <p>Use straight line distance to create an appropriate scale on their map (i.e. 1cm = 100m)</p> <p>Use an ordnance survey map to plan and describe a route between two places</p> <p>Complete a large scale fieldwork project collecting and record evidence in a variety of ways (i.e. writing, sketches, graphs)</p>		<p>Identify the position and significance of the Arctic and Antarctic Circle</p> <p>Identify and describe the features of the biomes in the Arctic and Antarctica</p> <p>Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water</p> <p>Describe and understand the possible negative impacts of humans on their international environment (how what they do impacts the world) and what can and morally should be done: is it sustainable?</p> <p>Describe and understand vegetation belts</p> <p>Understand that, as the world heats up, the water levels rise</p> <p>Suggest questions for investigating and methods to go about doing so</p> <p>Investigate features and themes of locations in-depth at both micro and macro levels; know which is the most useful for the enquiry being studied</p> <p>Compare and contrast sources and determine how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of conclusions</p>		<p>Consolidate, fully understand and apply all terminology related to location (i.e. continent, country, city, town, county, area, district, features, etc.) and use these when naming and locating places</p> <p>Identify time differences around the world</p> <p>Locate and identify at least 5 countries (USA, Canada, Mexico, Guatemala, Jamaica) and their capital cities in North America</p> <p>Identify and compare the differences in at least 3 different biomes</p> <p>Analyse and synthesise geographical similarities and differences through the study of human and physical geography of a region outside of Europe, North/South America</p> <p>Describe and understand economic activity in the UK and the USA</p> <p>Measure straight line distance (i.e. on Google Maps)</p> <p>Choose and use the most appropriate type of map with precision to locate and understand a location being studied</p> <p>Use maps to analyse distribution and relationships</p>	



Expressive arts and design	History		<p>The sub lenses for this unit are empire, monarchy, society and community. This unit will cover how World War Two began and give a wider understanding of how concepts such as empire and rebellion have influenced Hitler and his plan to dominate Europe. It will explore the significance of the Battle of Britain. This builds from understanding the struggle for power during the Anglo-Saxon and Viking periods and how countries have to defend themselves against attacking enemies using armies.</p> <p>How did Nazi Germany begin and what was it like there?</p> <p>How did the second world war begin and how were the UK involved?</p> <p>What was the impact of the Second World War on Yorkshire?</p> <p>How did British forces claim victory at the Battle of Britain?</p>		<p>The sub lenses for this unit are empire, monarchy, civilisation and rebellion. This unit will revisit their knowledge of periods in history that they have studied through KS2. It will explore how crime and punishment has changed over time in Britain. This unit builds from looking at periods in time within the Stone Age, Romans in Britain and the Anglo-Saxons. What is crime and punishment? What was crime and punishment like in? (different periods of British history)</p> <p>How did the police force develop? What was crime and punishment like in the past compared with today?</p>		<p>The sub lenses for this unit are empire, trade. It will cover how the slave trade has changed over time and how it has been used within different cultures within history. This builds on all units covered within KS2 and the encourages the children to use their historical concepts to debate slavery. What is slavery and how do we know what happened in the past? How can we use sources to understand the experiences of slaves? Why and how was slavery abolished in Britain? What is modern slavery? What are the legacies of the slave trade in Britain?</p>
	RE	How do Sikhs show commitment? (What does it mean to be a Sikh?)	How do Jews remember the Kings and Prophets in worship and life?	What do Christians believe about Jesus' death and resurrection?	How does growing up bring responsibilities?		
	MFL	Bienvenidos a Madrid	Una visita a una escuela española	¡Vamos a la granja!	¡Vamos al mercado!		¡A la cafetería!
Art	<p>Drawing Clare Caulfield</p>  <p>Yorkshire - Contemporary Architecture Arcade Victoria Quarter</p>	<p>Painting Keith Harding</p>  <p>American - Street, Pop art Graphic / Flat colour Retrospect</p>	<p>Print Making M.C Escher</p>  <p>Dutch - Modern Art Lino Printing Two Birds</p>	<p>Collage/ Textiles David Hockney</p>  <p>British - Pop/Modern Art Batik or silk painting The Horse Bridge</p>	<p>Sculpture</p>  <p>Alberto Giacometti Swiss – Modern art Figurative/wire</p>	 <p>Inspired by the National Gallery's Take One Picture programme</p>	

	DT		Electrical systems Use different types of circuit in product. Think of ways in which adding a circuit would improve a product. Program a computer to monitor changes in environment and control product. Incorporate a switch into a product.			Food and nutrition Understand a recipe can be adapted by adding/substituting ingredients. Explain seasonality of foods. Learn about food processing methods. Name some types of food that are grown, reared or caught in the UK or wider world. Adapt recipes to change appearance, taste, texture or aroma. Describe some of the different substances in food and drink, and how they can affect health. Prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source. Use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading	Mechanisms Refine product after testing, considering aesthetics, functionality and purpose. Incorporate hydraulics and pneumatics. Be confident to try new/different Ideas. Use cams, pulleys and gears to create movement.
	Music	Sing Up / Artis					
STEM	Science	Evolution and inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Electricity 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 components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.	Living things and their habitats 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. Give reasons for classifying plants and animals based on specific characteristics.	Light Recognise that light appears to travel in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Animals, including humans 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 of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans	
		Working Scientifically					
	Computing	Online Safety	Bletchley Park	Intro to Python	Online Safety	Big Data 1	History of Computers

Physical Development	PE	<p>Tag Rugby Defend effectively, slowing games down and making it hard to find space. Evaluate performance and decide what they need to practise. Use a range of techniques when passing, eg high, low bounced, fast, slow. Use a range of techniques to control the ball, dribble and shoot. Change direction and speed when dribbling the ball. Show growing consistency and control in games. Use marking, interception and tackling effectively to improve defence and gain possession.</p>	<p>Indoor – Target games (tri-golf) Play the correct shots when the opportunity arises in a game. Show awareness of which skills relate to different parts of a game, or to different roles in a game. Demonstrate and use an increasing range of skills in their practices and game with confidence, control and accuracy. Evaluate performance and decide what they need to practise. Show awareness of which skills relate to different parts of a game, or to different roles in a game. Use skills effectively in different types of game.</p>	<p>Dance Use exercises that stretch and tone bodies and help them prepare for dance. Choose appropriate warm up and cooling down activities. Use appropriate terminology, recognise and describe different styles in their own and others’ dances and suggest how they can improve. Using appropriate terminology to explain relationship between dance and music. Use all previous learning to explore, improvise and choose appropriate material to create new motifs in chosen dance style. Use all previous learning to create and organise motifs and sequences around a theme; to create a whole class dance. To explore, improvise and choose appropriate stimulus to create new motifs in chosen dance style. Compose, develop and adapt motifs to make dance sequences and use these in longer dances.</p>	<p>Gymnastics To show an ability to innovate. Analyse skills and suggest ways to improve quality of performance, showing sound knowledge and understanding. In small groups, prepare and perform a sequence. Show an awareness of factors influencing performance and suggest improvements. Perform and create movement sequences with some complex skills, displaying accuracy and consistency (up to 10 actions). Select and use a wide range of compositional skills in complex sequences alone and in groups. Show an ability to adapt and innovate. In small groups create and perform a sequence based on a theme of their choosing.</p>	<p>Basketball Defend effectively, slowing games down and making it hard to find space. Evaluate performance and decide what they need to practise. Use a range of techniques when passing, eg high, low bounced, fast, slow. Use a range of techniques to control the ball, dribble and shoot. Change direction and speed when dribbling the ball. Show growing consistency and control in games. Use marking, interception and tackling effectively to improve defence and gain possession.</p>	<p>Athletics To understand and explain the short- and long-term effects of exercise. Understand the need for a specific warm up and cool down. Understand how to apply athletic skills and tactics to the competitive situation. To improve and sustain running technique at different speeds. To demonstrate enhanced accuracy and technique in a range of throwing and jumping actions. Throw a variety of athletic objects (soft javelin, tennis ball, medicine ball, discus, soft hammer) efficiently. Identify strengths and areas of development with techniques to improve performance.</p>
	Personal Development	<p>PSHE/ SCARF</p> <p>Me and My Relationships</p>	Valuing Difference	Keeping Safe	Rights and Responsibilities	Growing and Changing	Being my Best
	<p>Enrichment/ Trips and Experiences</p> <p>Ingleborough Residential</p> <p>Visit from Tom Palmer</p>			Magistrates Court			

