







# Lee Mount Academy Curriculum Long Term Plan

## Year 6



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>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>		<p>Accurately comment on a location's environmental regions, key physical and human characteristics and major cities</p> <p>Locate and name at least 1 country and their capital cities in all continents</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>Suggest questions for investigating and methods to go about doing so</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>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>	

<b>Expressive arts and design</b>	<b>History</b>		<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.</p> <p>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>
	<b>RE</b>	CU2.1: What do Hindu people believe about God?	FU2.14: How do Buddhists live a meaningful life?	CU2.4: Why do some people go on pilgrimage?	FU2.13: Why are rites of passage important?	CU2.2: How do Sikhs symbolise their commitment?	
	<b>MFL</b>	Phonics 3 & 4 (Extra teaching) Family (Intermediate)	At the café (Intermediate)	What is the weather? (Intermediate)	Olympics (Intermediate)	Planets (Progressive)	Weekend (Progressive)
	<b>Art</b>	<p><b>Drawing</b> Clare Caulfield</p>  <p>Yorkshire - Contemporary Architecture Arcade Victoria Quarter</p>	<p><b>Painting</b> Keith Harding</p>  <p>American - Street, Pop art Graphic / Flat colour Retrospect</p>	<p><b>Print Making</b> M.C Escher</p>  <p>Dutch - Modern Art Lino Printing Two Birds</p>	<p><b>Collage/ Textiles</b> David Hockney</p>  <p>British - Pop/Modern Art Batik or silk painting The Horse Bridge</p>	<p><b>Sculpture</b></p>  <p>Alberto Giacometti Swiss – Modern art Figurative/wire</p>	 <p>Inspired by the National Gallery's Take One Picture programme</p>

	<b>DT</b>		<p><b>Electrical systems</b> 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.</p>			<p><b>Food and nutrition</b> 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</p>	<p><b>Mechanisms</b> 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.</p>
	<b>Music</b>	Calderdale Music Service – External provider					
<b>STEM</b>	<b>Science</b>	<p><b>Evolution and inheritance</b> 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.</p>	<p><b>Electricity</b> 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.</p>	<p><b>Living things and their habitats</b> 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.</p>	<p><b>Light</b> 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.</p>	<p><b>Animals, including humans</b> 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</p>	
		Working Scientifically					
	<b>Computing</b>	<p>Online Safety Wk 1 Lesson 1 Online Safety  Bletchley Park (K)</p>	<p>Wk 1 Lesson 2 Online Safety  Introduction to Python (K)</p>	<p>Wk 1 Lesson 3 Online Safety  Big Data 1 (K)</p>	<p>Wk 1 Lesson 4 Online Safety  Big Data 2 (K)</p>	<p>Wk 1 Lesson 5 Online Safety  Introduction to Spreadsheets (TC)</p>	<p>Week 1 Be Internet Legends Pillar 5 Brave  AI (BF)</p>

<b>Physical Development</b>	<b>PE</b>	<b>Evade. Invade. Capture.</b> Competitive games; principles of attacking and defending.  Netball or Tag Rugby	<b>Inspire. Create. Perform.</b> Perform dance using a range of movement patterns.  Football or Gaelic	<b>Symmetry. Balance. Travel.</b> Develop flexibility, technique, control and balance.  Tchoukball or Handball	<b>Lend. Move. Score.</b> Competitive games; principles of attacking and defending.  Basketball or Hockey	<b>Speed. Distance. Strength.</b> Use running, jumping and throwing in isolation and combination.  Cricket or Tennis	<b>Aim. Strike. Retrieve.</b> Play competitive games modified where appropriate.  Rounders
<b>Personal Development</b>	<b>PSHE/ SCARF</b>	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Growing and Changing	Being my Best
	<b>Enrichment/ Trips and Experiences</b>				Magistrates Court		

