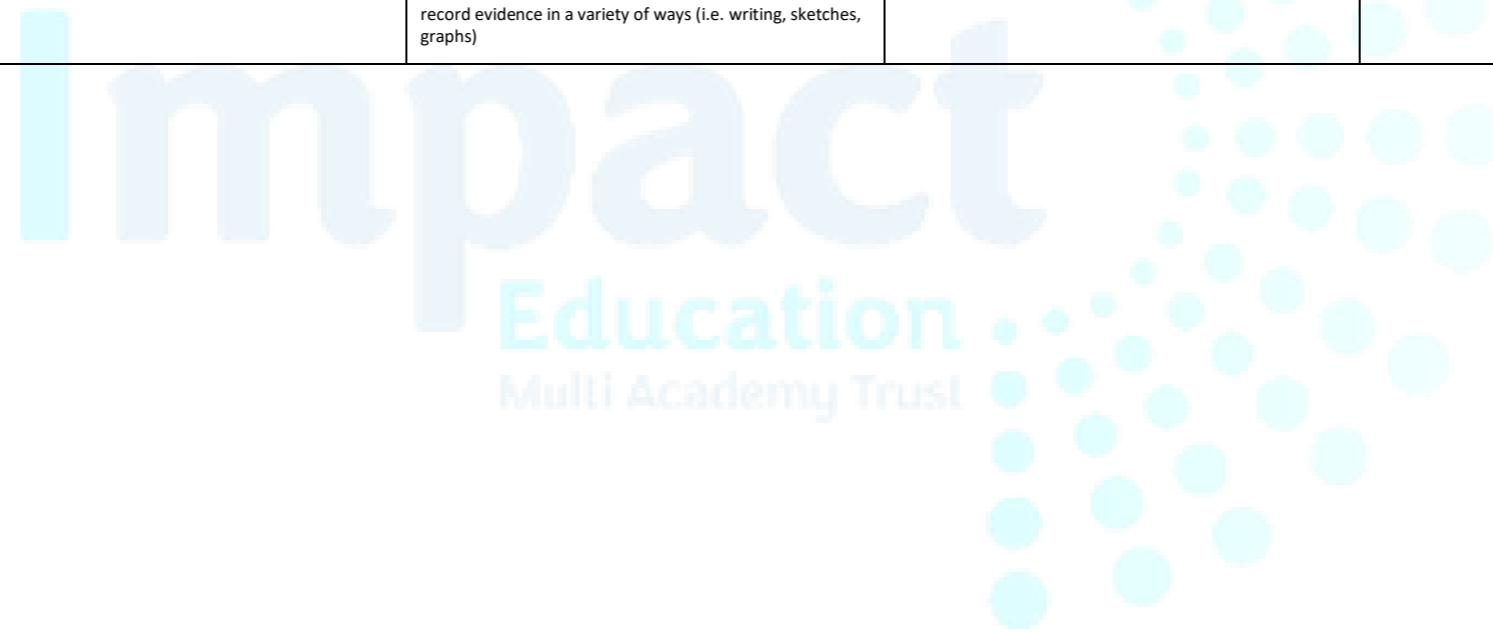


Warley Road Curriculum Long Term Plan

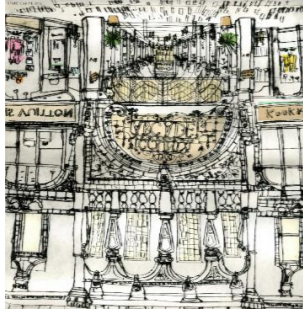

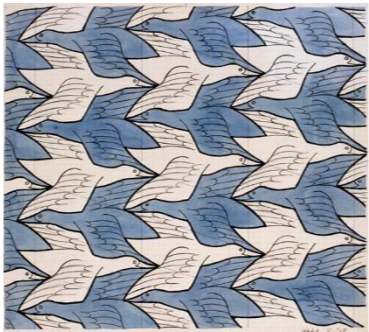



Year 6



Understanding the world	Geography		<p>Identify time differences around the world</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 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>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>			<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>Label and populate a map of the UK using all prior learning</p> <p>Identify the tropics</p> <p>Identify time differences around the world</p> <p>Describe and understand economic activity in the UK and at least one other country</p> <p>Explain why deforestation happens and the impact which this has on the environment</p> <p>Understand the roles that individuals can take to protect forests</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>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>



History				<p>Crime & Punishment <i>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.</i></p> <p>What is crime and punishment? What was crime and punishment like in? (different period of British history) How did the police force develop? What was crime and punishment like in he past compared with today?</p> <p>Plot main forms of punishment from Iron age – present day. A crime is something a person does that is against the law. Punishment is a penalty for doing something wrong. Crime and punishment has changed over time in Britain since the Roman invasion. When the Romans invaded, they already had established laws which were brought over to Britain. Their laws were called the Twelve Tables and were written around 450 BCE. Roman society was made up of the very rich but also very poor slaves. This resulted in conflict and therefore crime. As slavery was legal, running away from an owner was considered a crime. Sellers would lie to customers and give them less (fraud) and large crowds would gather to spectate often resulting in riots. Major crimes would be punished by crucifixion, sent to fight in arenas or having molten lead poured down your throats. The Saxons lived by a payment system called wergild. If somebody had committed a crime, they had to pay compensation to the victims. During the Tudor period, harsher punishments were introduced that involved mutilation, execution, humiliation and fines. People were also punished and executed for not following the religion of the time. During the Victorian period, the first police force was set up in Britain. Public hangings were stopped in 1868 and the prison system became organised and professional. Sir Robert peel introduced the police force in the Victorian Era. Court rooms were created where victim and the accused could defend themselves and the death penalty became less common with a limited number of hangings. A police force was introduced in 1829. Public executions ended in 1868 and jails were built to try to prevent people re-offending, although many were sent out to the Empire to serve sentences abroad. In the new millennium, there are new crimes such as car theft, online hacking and anti-social behaviour. Punishments include being fined, being electronically tagged and being sent to prison. During the Stuart period, women were accused of witchcraft and subjected to horrific tests and trials. They were usually punished by hanging or being burnt at the stake! Capital punishment, also know as the death penalty, is still legal in some countries. Corporal punishment is also legal in some countries. The Tower of London is a medieval castle that has served many purposes. It was a royal residence, an exotic zoo and was eventually turned into a prison. One of the most famous prisoners was Anne Boleyn, the second wife of Henry VIII.</p>	<p>WWII <i>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.</i></p> <p>How did Nazi Germany begin and what was it like there? How did the second world war begin and how were the UK involved? What was the impact of the Second World War on Yorkshire? How did British forces claim victory at the Battle of Britain?</p> <p>WWII is an aspect of 'Modern History' Germany invaded Poland September 1, 1939 Britain and France declared war on Germany (start of WWII) on September 3, 1939 Rationing was introduced across the UK in January 1940 Dunkirk was evacuated and France surrendered to Germany (May - June 1940). Germany used blitzkrieg to take over much of western Europe Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940); Germany, Italy and Japan signed the Tripartite Pact, creating the axis alliance The Japanese attacked the US navy in Pearly Harbour (December 7th 1941). The next day the USA enters the war fighting with the allies. D-Day and Normandy invasion; Allied forces invaded France and pushed back the Germans (6/06/44) Germany surrenders on 7/05/20) and VE Day (Victory in Europe) declared the following day The war ends on September 2nd 1945, following the US bombings of Hiroshima and Nagasaki. Neville Chamberlain was UK Prime Minister from 1937-1940 Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55) Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45 To know specific locations in the immediate and wider locality that were affected by bomb damage and relate these to old maps to compare and contrast. To know and explain how and why local landmarks were targeted Anne Frank and her family went into hiding as a result of Jewish persecution by the Nazis Anne wrote a famous diary of her experiences. To gain knowledge of the experiences of children during the war and know that many children from London were evacuated. 90% of all able-bodied single women between the ages of 18 and 40 were engaged in some form of work or National Service by September 1943.</p>
	RE	How does growing up bring responsibility?	How do Sikhs show commitment?	What do Christians believe about Jesus' death and resurrection?	How do Jews remember Kings and Prophets in worship & life?
MFL	Phonics Lesson 4	At School	Weekend	Me in the World/Vikings	

Expressive arts and design	Art	<p>Clare Caulfield Yorkshire – Contemporary Architecture</p> 	<p>Keith Harding American - Street, Pop art</p> 	<p>M.C Escher Dutch - Modern Art</p> 	<p>David Hockney British - Pop/Modern Art</p> 	<p>Alberto Giacometti Swiss – Modern art</p> 	<p>Take One Picture</p>  <p>Inspired by the National Gallery's Take One Picture programme</p>
	DT	<p><u>Prop Making for MyWYLit</u></p> <p>-Cut and join with accuracy to ensure a high-quality finish to his/her product</p>	<p><u>Prop Making for MyWYLit</u></p> <p>-Cut and join with accuracy to ensure a high-quality finish to his/her product</p> <p><u>Christmas Tree Festival</u></p> <p>Design: Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups.</p> <p>Make: 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><u>Build a Catapult</u></p> <p>Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <ul style="list-style-type: none"> - Technical Knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures. -Understand and use mechanical systems in their products. -Make: Select from and use a wider range of tools and equipment to perform practical tasks accurately. - Evaluate: investigate and analyse a range of existing products. -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 		
	Music	<p>← Calderdale Music Service →</p>					
STEM	Science	<p><u>Living things and habitats</u></p> <ul style="list-style-type: none"> -Describe how living things are classified into broad groups according to common observable characteristics -Give reasons for classifying plants and animals based on specific characteristics 	<p><u>Light</u></p> <ul style="list-style-type: none"> -Recognise that light appears to travel in straight lines -Explain that we see things because light travels from light sources 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><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> -Recognise that living things have changed over time and that fossils provide information about living things -Recognise that living things produce offspring of the same kind -Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> -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 body's function -Describe the ways in which nutrients and water are transported within animals, including humans 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> -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 -Use recognised symbols when representing a simple circuit in a diagram 	<p><u>Living Things and Habitats</u></p> <ul style="list-style-type: none"> -Describe how living things are classified into broad groups according to common observable characteristics -Give reasons for classifying plants and animals based on specific characteristics

		← Working Scientifically →					
Physical Development	PE	<p>Outdoor -Basketball</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p> <p>Have simple plans that they know they can make work</p> <p>Play with greater speed and flow</p> <p>Pass, dribble and shoot with control</p> <p>Use a range of techniques to keep possession of the ball and get into positions to shoot and score</p>	<p>Outdoor – Football</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p> <p>Have simple plans that they know they can make work</p> <p>Play with greater speed and flow</p> <p>Pass, dribble and shoot with control</p> <p>Use a range of techniques to keep possession of the ball and get into positions to shoot and score</p>	<p>Outdoor – Tag Rugby</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p> <p>Have simple plans that they know they can make work</p> <p>Play with greater speed and flow</p> <p>Pass, dribble and shoot with control</p> <p>Use a range of techniques to keep possession of the ball and get into positions to shoot and score</p>	<p>Outdoor – Cricket</p> <p>As a batter, direct the ball away from fielders, using different angles and speeds. Gauge when to run after hitting the ball</p> <p>Use tactics which involve bowlers and fielders working together.</p> <p>Identify what they need to improve in their performance and suggest how they could do this</p> <p>Use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency.</p> <p>Vary bowling speed and distance to be effective against the batter.</p> <p>Strike effectively, using different types of shot from both sides of the body</p> <p>Throw overarm with accuracy and for a good distance</p> <p>Develop tactics in order to field more effectively and score more points.</p>	<p>Outdoor – Rounders</p> <p>As a batter, direct the ball away from fielders, using different angles and speeds. Gauge when to run after hitting the ball</p> <p>Use tactics which involve bowlers and fielders working together.</p> <p>Identify what they need to improve in their performance and suggest how they could do this</p> <p>Use a range of fielding skills, e.g. catching, throwing, intercepting, with growing control and consistency.</p> <p>Vary bowling speed and distance to be effective against the batter.</p> <p>Strike effectively, using different types of shot from both sides of the body</p> <p>Throw overarm with accuracy and for a good distance</p> <p>Develop tactics in order to field more effectively and score more points.</p>	<p>Outdoor – Athletics</p> <p>Link running and jumping and throwing activities with some fluency, control and consistency.</p> <p>Understand and perform jumps and throws for accuracy and distance.</p> <p>Run at fast, medium and slow speeds, changing direction and speed</p> <p>Throw a variety of athletic objects (soft javelin, tennis ball, medicine ball, discus, soft hammer) efficiently.</p> <p>Demonstrate accuracy and technique in a range of throwing and jumping actions.</p> <p>Identify strengths and areas of development with techniques to improve performance.</p>
		<p>Computing</p> <p><u>E-safety (1 week)</u></p> <p>-Use technology respectfully and responsibly -Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Coding</p> <p>Unit 6.1 Coding (6weeks)</p> <p>Programs – 2Code</p> <p>-Include use of sequences, selection and repetition with the hardware used to explore real world systems</p> <p>-Solves problems by decomposing them into smaller parts</p> <p>-Create programs which use variables -Use variables, sequence, selection, and repetition in programs</p> <p>-Use logical reasoning to explain how increasingly complex algorithms work and to detect and correct errors in algorithms and programs efficiently</p>	<p><u>E-safety (1 Week)</u></p> <p>-Use technology respectfully and responsibly -Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Spreadsheets</p> <p>Unit 5.3 Spreadsheets (5 weeks)</p> <p>Programs – 2Calculate</p> <p><u>Using Computers</u></p> <p>-Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information</p> <p>-</p>	<p><u>E-safety (1 Week)</u></p> <p>Use technology respectfully and responsibly -Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Unit 6.5 Text Adventures (5 weeks)</p> <p>Programs – 2Code</p> <p>2Connect</p> <p><u>Using Computers</u></p> <p>-Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information</p> <p>-</p>	<p><u>E-safety (1 Week)</u></p> <p>Use technology respectfully and responsibly -Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Unit 6.4 Blogging (4 weeks)</p> <p>Program – 2Blog</p> <p><u>Using Computers</u></p> <p>-Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information</p> <p>-</p>	<p><u>E-safety (1 Week)</u></p> <p>Use technology respectfully and responsibly -Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Unit 6.7 Quizzing (6 weeks)</p> <p>Programs – 2Quiz</p> <p>2DIY</p> <p>2Investigate</p> <p>Text Toolkit</p> <p><u>Using Computers</u></p> <p>-Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information</p> <p>-</p>	<p><u>E-safety (1 Week)</u></p> <p>Use technology respectfully and responsibly -Identify a range of ways to report concerns about content and contact in and out of school</p> <p>Unit 6.6 Networks (3 weeks)</p> <p>Programs -</p> <p><u>Using Computers</u></p> <p>-Independently select, use and combine a variety of software to design and create content for a given audience, including collecting, analysing, evaluating and presenting data and information</p> <p>-</p>

Whistles/Personal Development	PSHE/ SCARF	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing Coram Life Education Session 'Time for Change: Growing Up and Moving on at Puberty.' Tuesday 20 th July 2021.
	Enrichment / Trips and Experiences	Polar Explorer Piece Hall Museum Citizenship Program – Sam Sagar	MYWY Literacy Festival Christmas Tree Festival Visit linked to chosen charity	Mountain Walk Drivers	Saltaire – David Hockney Exhibition	WW2 Workshop Doe Park Outdoor Adventurous Activity	Ambleside Residential
	i-challenge	← Building confidence, building relationships, building teamwork →					

