



Year Group	Term (Autumn/Spring/Summer)	Theme	Subject	Learning Objective	Key Skills	Key Vocab
Year 6	Summer	Africa	History	<p>To understand where the Civilisation of Benin fits on the timeline of history and was after the Romans and at the same time as The Viking invasions of the UK</p> <p>To be able to locate Benin on the map</p> <p>To understand what we know about Benin from indigenous, oral traditions, written record, objects and artefacts</p> <p>To understand how the Benin Kingdom was ruled 900 - 1300 CE</p> <p>To find out about the religious beliefs of the people of Benin</p> <p>To be aware of some of the achievements of the Benin Kingdom</p> <p>To demonstrate an understanding of why the Benin soldiers were so successful</p> <p>To know what life was like for a child growing up in Benin</p> <p>To know how Benin traded with other people in slavery</p> <p>To know about the key dates and figures in the Civil Rights movement and apartheid, comparing this to British Values today</p> <p>To know that we sources of information have increased with the developments in technology and these such as carbon data, television, radio, newspapers and the internet allow us a much wider range of sources than before</p> <p>To know the meanings of these substantive concepts, prime minister, parliament, political party, democracy, republic, colony, diplomacy, empire (small and older, difficulties they would have faced compared to Yr 3 Romans), slave (Yr 3 Roman link to the slave trade and Egyptians used to build pyramids), Trade routes (Yr 3 by the sea and mouth of river)</p>	<p>To be able to place this topic in relation to others studied</p> <p>To be able to use relevant dates and terms</p> <p>To be able to sequence ten events on a timeline</p> <p>To be able to find out about beliefs, behaviours and characteristics of people, recognising that not everybody shares the same views</p> <p>To be able to compare beliefs and behaviours with other topics studied</p> <p>To be able to write another explanation of a past event using evidence to support and illustrate the explanation</p> <p>To be able to recite key names and dates of the period studied</p> <p>To be able to link sources and work out how conclusions were arrived at</p> <p>To be able to consider the accuracy of interpretations, fact, fiction or opinion</p> <p>To be aware that different evidence will lead to different conclusions</p> <p>To be able to confidently use the library and other sources to research a topic</p> <p>To be able to recognise primary and secondary sources</p> <p>To be able to suggest possible omissions of facts in key events during the topic</p> <p>To be able to bring knowledge gathered from several sources together in a fluent account</p>	<p>empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, monarchs, Animists, Ogiso, Guild, Brass, Elders, Dynasty, Yam, Cowrie Shell, Oracle, Oral culture, Sacrifice, Ivory, Edo, Ife, Slave trade, Ceremony, Plaque, Igodomigodo, Storyteller, Merchant</p>
Year 6	Summer	Africa	Geography	<p>To know the six types of biomes, including: rainforests, deserts, savannah, woodlands, grasslands and tundra.</p> <p>To know the climate zones of the world: polar, temperate, arid, tropical, Mediterranean, mountainous.</p> <p>To know the vegetation belt of Egypt and its features.</p> <p>To know the impacts of Mount Etna, Italy and the impact of the Earthquake in Sicily.</p>	<p>To be able describe, compare and contrast the biomes of Africa. (rainforest, desert and savannah)</p> <p>To be able to identify the climate zones on a map and key and describe each zone (Fauna, flora and weather)</p> <p>To be able to define and draw a vegetation belt, labelling its features.</p> <p>To be able to describe the key aspects of mountains, volcanoes and earthquakes.</p>	<p>Biomes, longitude, latitude, natural resources, distribution, vegetation belts Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, flora, fauna</p>

Year 6	Summer	Africa	RE	<p>To understand the best way for Muslims to show their commitment to God</p> <p>To understand how belief in Akhirah (life after death) can help Muslims lead a good life (Yr 4)</p> <p>To understand what the main religions have in common</p> <p>To understand how we can make society equal (Yr 5 Caste system)</p> <p>To be able to decide what religion you would choose to be and why</p>	<p>To be able to use religious keywords and a wide range of examples from scripture and teachings of religious founders, to give an informed account of the many ways that religious believers feel that they can connect to God</p> <p>To be able to refer to symbols, stories, religious teachings, places of worship, acts of worship and analyse and explain a variety of different interpretations of language, expression and symbolism</p> <p>To be able to describe and connect the different religions in terms of festivals, rituals etc in a variety of ways</p> <p>To be able to refer to keywords and scripture to analyse what motivates religious people to behave and act in the way that they do.</p> <p>To be able to analyse the reasons why some religious people practise their way of life within a community of some believers practise their way of life alone</p> <p>To be able to analyse a religious teaching from scripture or a quote from a religious leader, founder or inspirational person. Consider how it can be inspirational to a person of any or no faith</p> <p>To be able to with confidence use the correct vocabulary to explain the significance of different forms of religious and moral expression for believers</p> <p>To be able to give an informed and well-argued account of your own beliefs about meaning, purpose and truth and evaluate these in comparison to wide variety of religious and moral teachings</p> <p>To be able to consider beliefs and teachings, practises and ways of life to analyse religious and moral responses to a modern ethical issue, and argue how far you personally agree with these religious and moral standpoints</p> <p>To be able to reflect and confidently use reasoning to express their views and ideas and those of others</p>	<p>Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada</p> <p>Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule.</p>
Year 6	Summer	Africa	Art	<p>To know that the artist Esther Mahlangu uses geometric shapes in her artwork</p> <p>To know other artists who use geometric shapes in artwork</p> <p>To know techniques for joining materials together</p> <p>To know the names of all the stitches taught in previous years</p>	<p>To be able to name artists and artwork that use geometric shape in their artwork (Esther Mahlangu, Mondrian, Georgia O'Keeffe, Pablo Picasso) and compare these to artists Sonia King and Antoni Gaudi)</p> <p>To be able to compare Esther Mahlangu to Banksy</p> <p>To be able to recreate or create a piece of artwork inspired by Esther Mahlangu using geometric shapes and bold colours</p> <p>To be able to confidently choose the correct tools and method for joining materials together for modelling or constructing (glue, tape, flanges)</p> <p>To be able to construct stable 3d form (junk modelling, woodwork, fabrics, clay)</p> <p>To be able to apply knowledge of stitches to choose appropriate stitch for chosen work</p> <p>To be able to add detail and design on textile work using stitches as 'drawing' or adding different shapes of fabric (applique) or attachments for embellishment (gems, charms, buttons)</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>
Year 6	Summer	Africa	Computing	<p>To know how to plan, make and evaluate a piece of music on a music making app, e.g. GarageB</p> <p>To know how to manipulate and edit sounds.</p> <p>To know how to control variables and accomplish a specific goal.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>To be able to plan, create and evaluate a final piece of music on an app or website.</p> <p>To be able to manipulate outcomes, after feedback, and edit sounds when needed to show improvement.</p> <p>To be able to set a goal, such as 'I want to include strings and drums', for a piece of music.</p> <p>To be able to present and explain the dangers of the internet, in preparation for secondary school.</p>	<p>Sequence, selection, repetition, variable, input, output, goal, manipulate, edit, communication, collaboration, evaluate, present, score, audio, audio loop, loop, brief, soundtrack.</p>
Year 6	Summer	Africa	DT and Cooking and Nutrition			<p>innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control</p>

Year 6	Summer	Africa	Music	<p>To know about traditional African beats and rhythms.</p> <p>To know about a famous African musician.</p> <p>To know a traditional African song off by heart.</p> <p>To know how to sing and perform with confidence and evaluate effectiveness.</p>	<p>To be able to play an African beat with increasing difficulty, and identify African rhythms.</p> <p>To be able to identify the influence of famous Africa musicians and appreciate their work.</p> <p>To be able to perform a traditional African song off by heart, with confidence.</p> <p>To be able to evaluate a performance.</p>	<p>Dynamics, tempo, rhythm, beat, structure, chants, rhymes, tuned, untuned, percussion, composition/composer, orchestra, unison, evaluate, performance.</p>
Year 6	Summer	Africa	Science	<p>To know mammals have hearts with four chambers.</p> <p>To know blood that comes from the body is deoxygenated and the blood that comes from the lungs is oxygenated.</p> <p>To know and describe the ways in which nutrients and water are transported within animals and humans</p> <p>To know and identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>To know the impact: diet, exercise, and lifestyle has on the body's function.</p> <p>To know drugs, alcohol and smoking have negative effects on the body and understand the impacts caused.</p>	<p>To be able to record data and results of increasing complexity using a line graph or scatter graph. (Heart rate for example)</p> <p>To be able to question and explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	<p>Circulatory system, heart, blood vessels, oxygenated blood, deoxygenated blood, drug, alcohol, nutrients, lifestyle.</p>
Year 6	Summer 1	Tennis	PE		<p>To be able to rally with a partner</p> <p>To be able to serve with a degree of accuracy towards a target</p> <p>To be able to score a game of tennis</p> <p>To be able to play a short game of tennis</p> <p>To show the tactical use of a shorter and longer shot based on where the opponent is</p>	<p>Rally, Serve, Court, Lob shot, Drop shot, Scoring</p>
Year 6	Summer 1	Athletics	PE		<p>Running</p> <p>To be able to accelerate to pass other competitors.</p> <p>To be able to build up speed quickly for a sprint finish.</p> <p>To be able to run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern</p> <p>To be able to work as a team to competitively perform a relay</p> <p>To be able to confidently and independently select the most appropriate race for different distances and different parts of the run.</p> <p>To be able to demonstrate endurance and stamina over long distances in order to maintain a sustained run.</p> <p>Jumping:</p> <p>To be able to land safely and with control.</p> <p>To be able to develop the technique for the standing vertical jump</p> <p>To be able to develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>To be able to perform and apply different types of jumps in other contexts.</p> <p>To be able to set up and lead jumping activities including measuring the jumps with confidence and accuracy</p> <p>Throwing:</p> <p>To be able to perform a heave throw.</p> <p>To be able to measure and record the distance of their throws.</p> <p>To be able to develop for refine techniques to throw for accuracy.</p> <p>To be able to continue to develop techniques to throw for increased distance and support others in improving their personal best</p>	<p>Accelerate, Relay, Sprint finish, Stamina, Vertical jump, Performance, Javelin, Discus</p>

Year 6	Summer 2	Cricket / Rounders	PE		<p>To be able to field in a game with a degree of tactical knowledge using the correct techniques in the correct situation such as correct throw for the required distance</p> <p>To bowl towards the wickets both underarm and overarm</p> <p>To be able to hit the ball with a tactical intention for example towards a non-fielded area</p> <p>Demonstrate some use of tactics while attacking and defending</p> <p>To participate in a full game of cricket</p> <p>To participate in a full game of cricket</p>	Cricket: Field, Wickets, Attacking Defending Functional Fitness: Pace, Cardiovascular, Endurance, Muscular, Fitness, Power, Vary
Year 6	Summer 2	Functional Fitness	PE		<p>To be able to show different types of pace based on the distance of the run</p> <p>To improve on cardiovascular endurance by participating in fitness exercises</p> <p>To improve muscular endurance by participating in fitness exercises</p> <p>To show controlled and explosive power</p> <p>To participate in a circuit training session to improve fitness</p>	
Year 6	Summer	Africa	Notes	<p>In the Summer Term, our final topic will be: Africa! This will be a geographical and historical project with lots of learning about culture, the slave trade and black history and the history of Benin. Some of our key class texts in English will be: Journey to Jo'Burg, A Long Walk to Water, African Tales, The Fastest Boy in the World and the Boy Who Harnessed the Wind. We will use these texts to learn about this diverse and fascinating culture, as well as to inspire cross-curricular writing too. Our classroom will be inspired by the African culture and geographical features. It will feature lots of animal print, a gorgeous sunset backdrop, giant African masks, a map of Africa, a reading corner showcasing our African themed texts and plenty of rich, gold colours to give the children the sense of a warm environment.</p> <p>Superb Starter: Exploration of the classroom, fruit of Africa tasting and sketching session.</p> <p>Mix it up Middle: A visit from either an African drumming workshop or African storyteller (and our fantastic Adventure4You day out in Paulerspury!).</p> <p>Enthralling Ending: A clay day, sculpting our own African clay houses to paint and decorate in the style of African wall artist Esther Mahlangu.</p> <p>Within this project, there'll be lots of opportunity for project teaching. In history, we will be delving into the life of Ancient Benin, exploring culture, historical events, religious beliefs, trade and what life was like for a child during these times. In geography, our focus will be on biomes, climate zones, human and physical features in Africa and the water cycle. It'll be fantastic for the children to develop a great understanding of such a contrasting continent. In art, we will look at clay skills. We will also study Esther Mahlangu and her gorgeous, geometric wall painting technique. Music will be influenced by the beats and rhythms rooted in traditional African culture, as well as traditional songs. Our science lessons will be challenging this term: we will look at the human body and its circulatory system, in addition to how water and nutrients are transported in humans, animals and plants. It promises to be a fascinating project!</p>		