

BPS Year 6

Opportunities to use Drivers: initiative, growth, community (school & local)

National Curriculum Program of Study Subject Content

Subject	Autumn Term	Spring Term	Summer Term
Over-arching title	Up the Chimneys and Down the Mines	Survival of the Fittest	Camels, Mosques and Bazars
Super Start!	Victorian School Day / Visit to Milton Keynes Museum / Visit to Science Museum (Faraday)	Hole digging in forest?? Camp site? Boiler suits?	Islamic Bazar –Fiver Challenge / Arabic Day (making Arabic food)
Marvellous Middle!	Black country museum? Parent craft morning – salt dough wreaths- Sewing? Textiles link- Chn design with parents and make	Survival day? ALF Green Park Rock climbing? Aylesbury Court/Council chambers/democracy/Old Goal visit.	Sponsored walk/jog around the field (Monitoring heart rate after each lap)- Science link???
Fabulous Finish!	Victorian Day? Parent assembly to share work/Victorian Christmas - Christmas Carol retelling? Victorian Music / Christmas Fayre	Pond dipping? Classification London Dungeon Parent craft morning – Build a volcano and you’re your volcano erupt! Parent Assembly to share work	Henna Parent craft morning – Build a mosque, Create an Eid card, Papier mache Arabic jars (for children to paint later) End of Year Celebration / Parent assembly End of Year Performance - Aladdin
SMSC and British Values	School trip(s) Macmillan coffee morning (dressed as Victorian waiters / waitresses Victorian values vs Values today. The poor – what was society’s attitude to the poor in Victorian times / today? Colonisation? Were the English right?	What is tolerance? Why is it important? Why did Kensuke tolerate Michael? How the residents of Green Lake show respect for Sam? Why did they tolerate Sam? Was there a democracy in Camp Green Lake? What is respect? Why is it important? Who showed respect in Holes?	Do British Values compare with the values in the Early Islamic Civilization? How are they similar and how are they different? How does British law differ to Islamic law?

English	<p>Texts: Street Child A Christmas Carol Charles Dickens Stories – Marcia Williams (Victorian Poetry)</p>	<p>Texts: Holes True story of the 3 little pigs/ short stories about crime The Highwayman</p>	<p>Texts: 1001 Arabian Nights – Geraldine McCaughrean 1001 Arabian Nights – Usborne (simpler version) Sinbad the Sailor – Marcia Williams</p>
	<p>Reading Opportunities Arguments/Information texts on work houses Background information on Charles Dickens (biographies / articles) Newspaper reports from Victorian times Extracts from other novels by Dickens. Victorian poetry – The Owl & The Pussycat (Edward Lear) The Lady of Shallott (Tennyson); Goblin’s Market (Rosetti) Look at paintings which have been inspired by poetry (eg: The Lady of Shallott by John Waterhouse)</p>	<p>Reading Opportunities Holes Charles Darwin journals Court records/crime scene</p>	<p>Reading Opportunities</p>
	<p>Drama opportunities Street Child Hot seating Jim / Ma / Grimy Nick (show understanding / develop characters) Conscience alley – should Jim escape from the workhouse? (consider different viewpoints Tableaux – scenes from the workhouse (empathy with characters) Freeze frames – act out a situation then STOP! FREEZE! Consider what could happen next (prediction / take the story in a different direction / what if...) Christmas Carol Five freeze frames to retell the story (can you retell the story in five scenes?) Gossiping Partners – moaning about / discussing Scrooge (to show understanding of character)</p>	<p>Drama opportunities Holes Hot-seating: Mum & Dad after the trial (How do you feel about your son being sent to camp? How does this reflect on you as parents?) Sam (How does it feel to be the only black in Green Lake? How do you cope with the racist comments from Trout Walker?) Katherine Barlow (How do you feel towards Trout Walker? Why? How did you become Kissin’ Kate? How do you feel about Martin Luther King?) The Highwayman Mock trial – Put the Highwayman on trial Darwin’s Journals Newsround interview - interview ‘Charles Darwin’ discovering/observing animals</p>	<p>Drama opportunities Act out stories Alladin</p>

	<p>Writing Opportunities Street Child Argument for and against work houses Letter to Dr Barnado asking him to rescue Jim from the workhouse (persuasive) Write a speech for Dr Barnado to deliver to parliament Brochures for the best work house/place of industry Job advert – for child labourer (eg: chimney sweep) Poetry – nonsense (inspired by Edward Lear) Narrative – inspired by Rosetti, Tennyson, Thomas Hardy. <i>From a railway carriage</i> – RL Stevenson Christmas Carol Re-writing sections of Christmas Carol as a playscript - to share in assembly Letter to Scrooge Play Script - Conversation between Scrooge and Ghost (introduce use of adverbs and stage directions) Writing from characters perspective- recount</p>	<p>Writing Opportunities Explanation text of fictitious animal/evolved animal/how an animal has evolved Diary entries of Darwin’s discoveries/ The Land of Neverland discoveries Letters/diary entries – Stanley holes Continuation Setting description Crime scene description Trial defence speech Alternative ending for traditional tale- Making it like a crime story/newspaper article Discovering gold/Moving to the West</p>	<p>Writing Opportunities Reasons to be healthy Healthy living leaflet Instructions on how to exercise and why Life as a blood cell Write another story for King Sharia????</p>
Science	Light – Is it possible to see round corners? Electricity	Micro-organisms- Classification??? Evolution & Inheritance	Healthy living & Circulation SRE (PSHE)
History	<p>Victorians. (A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066)</p> <ul style="list-style-type: none"> To investigate and interpret the past To build an overview of world history To understand chronology To communicate historically 	<p>Crime & Punishment a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 such as crime and punishment.</p> <p>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and</p>	<p>Early Islamic Civilization A study of a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad</p>

	<p>Life in work houses Childs life British empire- what was it, what was it's aims, what was good about it, what was negative Industry Life of the rich Life of the poor Timeline of Queen Victoria's Reign</p>	<p>dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind -Look at migration to the west coast of U.S.A- gold rush, mining, cow boys and Indians Ties into North America Desert Areas -Possible look at settlement in America in general- religious, economic reasons- Pocahontas???</p>	
Geography	<p>Which countries made up the British Empire? Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe concentrate on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, , the Prime/Greenwich Meridian and time zones (including day and night) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p>Map out British Empire- map evolves while learning about it. Colours as empire grew? Fact files of a country in British empire-</p>	<p>North America (Desert areas) Volcanoes (islands) Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on North America concentrate on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Human and physical geography</p> <ul style="list-style-type: none"> describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes. 	<p>Middle East Locational knowledge Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on North America concentrate on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

	Then/Now Land marks? Evolution of maps- accuracy, features, Time zones		
RE	Sikhism: The Sikh community and the gurdwara. The gurus. Religious leader come in? Where did Sikhism start? <i>What were Queen Victoria's links with India?</i> <i>Ghandi? Conflict between Muslims and Hindus</i>	Christianity: Easter and Lent <i>Easter Cracked – visit to the churches</i>	Islam – What are the five pillars? What are your five pillars? Ramadam Kareem. Eid Mubarak! (May/June 2019) Muslim visitor to talk about Ramadan (SMSC)
PE	Indoor: Real PE Outdoor -	Indoor: Real PE – Outdoor:	Indoor: Real PE – Outdoor: Athletics
Computing	Internet searching and safety – Heavy focus on use of social media and messenger apps Publishing- Poster on Hinduism?	Coding and Programming - Scratch	Publishing for an audience – Word, PPT and Publisher? Presentation on growing up- overlapping pictures- Art link Create presentation to deliver a lesson to the class (Flip Classroom)
Music	The history of music and the instruments in a symphony orchestra	Musical terminology and exploring rhythm	End of Year Production - Aladdin
PSHCE/British Values/Manners curriculum	Positive relationships	Modern day laws-rights and responsibilities / crime and punishment- Link to history	Growing up and moving on (Transition work) Fiver challenge
Art & Design	William Morris (create a tile in the style of -) Printing Pupils should be taught to: <ul style="list-style-type: none"> develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. 	Collage (Desert scene – or other biome depiction?) Pupils should be taught to: <ul style="list-style-type: none"> develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: to create sketch books to record their observations and use them to review and 	Sculpture- Figure in motion Sketch Model with wire Coat models Pupils should be taught to:

	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • create sketch books to record their observations and use them to re-view and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. • 	<p>revisit ideas</p> <ul style="list-style-type: none"> • to improve their mastery of art and design techniques, including drawing, painting with a range of materials <p>North American art work????</p>	<ul style="list-style-type: none"> • develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing and painting with a range of materials [for example, pencil, charcoal, paint, clay] <p>about great artists, architects and designers in history.</p> <ul style="list-style-type: none"> •
DT	<p>Textiles (link to Victorian children working in Textile mills?)</p> <p>Victorian Dolls house- with electric lighting?</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross- 	<p>Pulleys and Gears (nodding oil donkey or lizard related – a toy free with a copy of holes)</p> <p>Drill/search for gold/hole making machine/well/execution device</p>	<p>Cooking - celebrating culture and seasonality (arabic food)</p> <p>Arabic feast – tabouleh, pitta bread, falafel etc.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- 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

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
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits
- incorporating switches, bulbs, buzzers and motors]

	<ul style="list-style-type: none">• apply their understanding of computing to program, monitor and control their products.		
French (MFL)			