

Year 6 Long Term Year Plan Year A (2019-2020)

	AT1	AT2	SP1	SP2	SU1	SU2
Topic Name	Did the Anglo Saxons ruin Britain?	Is the chocolate trade fair?	Road trip to the USA		What makes Athersley Amazing?	Our European Neighbours
History Objectives/ Themes	<p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <p><u>Anglo-Saxons</u></p> <p>Begin to use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Begin to use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Compare some of the times studied with those of the other.</p> <p>Uses sources of evidence to deduce information about the past.</p> <p>Understands the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Uses dates and terms accurately in describing events.</p> <p>Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Uses dates and terms accurately in describing events.</p>	N/A	<p><u>Mayan Civilization</u></p> <p><u>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</u></p> <p>Begin to use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Begin to use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>Compares some of the areas studies to areas of interest around the world.</p> <p>Uses sources of information to form testable hypothesis about the past.</p> <p>Uses dates and terms accurately in describing events.</p> <p>Refine lines of enquiry as appropriate.</p>		<p><u>Local History Study Mining</u></p> <p>Begin to use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</p> <p>Begin to use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use dates and terms accurately in describing events</p> <p>Understands that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Describe the main changes of a period in history (using terms such as social, religious, political, technological and cultural).</p>	N/A

<p>Geography Objectives/ Themes</p>	<p><u>Raging Rivers</u></p> <p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle. To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time in the context of rivers. To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rivers of the world. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rivers. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rivers/ in the context of dams</p>	<p><u>Trade and Economics</u></p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of UK imports and exports. To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of UK imports and exports. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of exports from El Salvador. To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of fair trade/ in the context of the global supply chain/ in the context</p>	<p><u>The Amazing Americas</u></p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of North and South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of comparing how weather and climate across America is affected by geographical location. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies in the context of undertaking fieldwork to identify human and physical features of the local area. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [...] and a region within North or South America in the context of comparing human and physical features of the local area with a region of North America Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities in the context of learning about the wonders of the world and where they are located (specifically those of the Americas). To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of places in North and South America. 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) in</p>	<p><u>N/A</u></p>	<p><u>Exploring Eastern Europe</u></p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of European countries. To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of places in Europe. To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of comparing landscapes/ in the context of comparing climates/ context of comparing towns/ in the context of planning a trip to eastern Europe. access for independent research To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of nuclear power generation at Chernobyl. "</p>
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		of changing trade links.	the context of identifying and describing a range of places across the Americas"			
Art/ DT Links (or other subject areas)	<p>Art Illuminated letters</p> <ul style="list-style-type: none"> <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] <input type="checkbox"/> about great artists, architects and designers in history. <p>Remembrance Art</p>	<p>DT Gingerbread house design/ make Craft/ Construction</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> investigate and analyse a range of existing products <input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>Art : South and Central America Geography and History</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To 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>	<p>DT Mayan temple models- planbee</p> <p>Craft/ Construction</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> investigate and analyse a range of existing products <input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<p>Art- Charcoal drawings</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To 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>	<p>Art: European Art and Artists</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To 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> <p>DT- Local History Study Food Technology</p> <p>§ understand and apply the principles of a healthy and varied diet</p> <p>§ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>§ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>