

Year 6	Autumn Term		Spring Term (and Summer Term 1)		Summer Term 2	
	September to December 2026		January to May 2027		June to July 2027	
Main Project	Maafa (History) This project teaches children about Africa past and present, with a particular focus on Benin. It traces the development of the slave trade and explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.		Britain at War (History) This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.		Frozen Kingdoms (Geography) This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.	
English Core Texts	Windrush Child by Benjamin Zephaniah	Holes by Louis Sachar	The Boy in the Striped Pyjamas by John Boyne	Rose Blanche by Ian McEwan	Shackleton's Journey by William Grill Literacy Shed – Horror Stimulus	Scientific information texts Poetry
English SPaG	<u>Revision</u> Modal verbs Subordinating clauses Relative clauses Parenthesis	<u>Apply previous skills, and explicitly teach:</u> Figurative language Semi colons Colons in a list	<u>Apply previous skills, and explicitly teach:</u> Creating atmosphere – metaphors, similes, personification, description, short sentences Direct speech to advance action and convey character's personality	<u>Apply previous skills, and explicitly teach:</u> Passive voice Hyphens Subjunctive form	<u>Apply previous skills, and explicitly teach:</u> Building suspense	<u>Apply and embed previous skills. Close gaps.</u>
Maths	- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. - Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, 3/8). - Compare and order fractions, including fractions > 1. - Convert between miles and kilometres. - Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. - Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. - Divide proper fractions by whole numbers (for example, $\frac{1}{3} \div 2 = \frac{1}{6}$). - Identify common factors, common multiples and prime numbers. - Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. - Multiply simple pairs of proper fractions, writing the answer in its simplest form (for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$). - Perform mental calculations, including with mixed operations and large numbers. - Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. - Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. - Round any whole number to a required degree of accuracy. - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. - Solve number and practical problems that involve all of the above. - Solve problems involving addition, subtraction, multiplication and division. - Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.		- Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, 3/8). - Calculate and interpret the mean as an average. - Calculate the area of parallelograms and triangles. - Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units (for example, mm³ and km³). - Enumerate possibilities of combinations of two variables. - Express missing number problems algebraically. - Find pairs of numbers that satisfy an equation with two unknowns. - Generate and describe linear number sequences. - Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. - Interpret and construct pie charts and line graphs and use these to solve problems. - Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. - Multiply one-digit numbers with up to two decimal places by whole numbers. - Perform mental calculations, including with mixed operations and large numbers. - Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. - Recognise that shapes with the same areas can have different perimeters and vice versa. - Recognise when it is possible to use formulae for area and volume of shapes. - Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. - Solve problems involving addition, subtraction, multiplication and division. - Solve problems involving similar shapes where the scale factor is known or can be found.		- Draw given angles, and measure them in degrees (°). - Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. - Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. - Describe positions on the full coordinate grid (all four quadrants). - Draw 2-D shapes using given dimensions and angles. - Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. - Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. - Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. - Recognise, describe and build simple 3-D shapes, including making nets.	

	- Solve problems which require answers to be rounded to specified degrees of accuracy. - Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. - Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. - Use negative numbers in context, and calculate intervals across zero. - Use their knowledge of the order of operations to carry out calculations involving the four operations. - Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places.		- Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 360) and the use of percentages for comparison. - Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. - Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. - Solve problems which require answers to be rounded to specified degrees of accuracy. - Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. - Use simple formulae. - Use written division methods in cases where the answer has up to two decimal places. - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.				
History	- Articulate and present a clear, chronological world history narrative within and across historical periods studied. - Articulate the significance of a historical person, event, discovery or invention in British history. - Describe the growth of the British economy and the ways in which its growth impacted on British life. - Ask perceptive questions to evaluate an artefact or historical source. - Identify different types of bias in historical sources and explain the impact of that bias. - Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy) - Describe and explain the significance of a leader or monarch. - Describe the causes and consequences of a significant event in history. - Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society - Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices. - Present a detailed historical narrative about a significant global event. - Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. - Use abstract terms to express historical ideas and information.		- Articulate and present a clear, chronological world history narrative within and across historical periods studied. - Articulate the significance of a historical person, event, discovery or invention in British history. - Ask perceptive questions to evaluate an artefact or historical source. - Identify different types of bias in historical sources and explain the impact of that bias. - Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. - Describe and explain the significance of a leader or monarch. - Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. - Describe some of the significant achievements of mankind and explain why they are important. - Describe the causes and consequences of a significant event in history. - Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. - Present a detailed historical narrative about a significant global event. - Present an in-depth study of a local town or city, suggesting how to source the required information. - Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance. - Use abstract terms to express historical ideas and information.		- Articulate and present a clear, chronological world history narrative within and across historical periods studied. - Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.		
Science	Circulatory System This project teaches children about the transport role of the human circulatory system, its main parts and primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body.		Light Theory This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.	Evolution and Inheritance This project teaches children how living things on Earth have changed over time and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to the evolution of a species	Electrical Circuits and Components This project teaches children about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices.		
Art & Design	Tints, Tones and Shades This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this	Trailblazers, Barrier Breakers This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them.	Distortion and Abstraction Henry Moore This project teaches children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically-inspired, abstract	Bees, Beetles and Butterflies This project teaches children about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or		Inuit This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.	Environmental Artists This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to

	knowledge to create landscape paintings.		painting.	butterflies.		create artwork with an environmental message.
Design Technology	Food for Life This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products.		Make Do and Mend This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.		Engineer This project teaches children about remarkable engineers and significant bridges, learning to identify features, such as beams, arches and trusses. They complete a bridge-building engineering challenge to create a bridge prototype.	
Geography	Our Changing World This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns.		Explain interconnections between two or more areas of the world.		- Describe the climatic similarities and differences between two regions. - Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). - Present a detailed account of how an industry, including tourism, has changed a place or landscape over time. - Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.	
RE	Humanism How do inspirational people impact on how Humanists live today?	Christianity Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born? Incarnation looking at how celebrations today do or do not directly relate to the birth of Jesus as the basis of Christmas. This is an alternative unit for schools not wishing to cover the belief in the virgin birth.	Christianity Is anything ever eternal? Salvation and eternal life, agape and forgiveness. What might motivate a Christian to show these qualities considering the belief in heaven.	Christianity Is Christianity still a strong religion over 2000 years after Jesus was on Earth? Festivals and celebrations, symbols and Christian organisations, ways in which Christianity is influencing lives today with its impact on people round the world and in this country.		
Computing	Staying Safe Online - Know how information and data is shared and used online. - Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Evaluating Digital Content - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. - Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Scratch, algorithms and debugging - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Scratch, algorithms and debugging - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Programming - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use logical reasoning to explain how some simple algorithms work and to detect	Programming - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. - Use logical reasoning to explain how some simple algorithms work and to detect

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Music	Djambe Drumming - Pupils will become familiar with African rhythms and beats. - Pupils will perform in a 'band' and will compose their own rhythms using a variety of tones and beats. - Pupils will develop their skills of timing, dynamics and performance.	Christmas Performance - Pupils will begin to learn Christmas songs ready for their Christmas performance. - Pupils will apply timing, dynamics. - Pupils will build their confidence for performing.	Manuscripts - Pupils will recap prior knowledge of the 'Stave' and the 'Treble Clef' - Pupils will be introduced to the 'Bass Clef' and how to read notes accordingly.	Keyboards - Pupils will recap their prior knowledge and skills from Year 4, applying notation and playing a variety of tunes. - Pupils will be introduced to using their left hand by playing a 'Contrary motion scale of C major'.	Pitched Percussion Instruments - Pupils will learn to play the Glockenspiel - Pupils will learn how to control their beater - Pupils will play a variety of tunes to apply their knowledge and skills - Pupils will learn to play as a solo and in small groups.	Performance Pupils will learn a variety of songs to sing in preparation for their leavers service.
Personal Social Health Education (PSHE)	Being Me in My World Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
PE	Invasion Games (football) - Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. - Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. - They will also learn the basics of goalkeeping. - Pupils will evaluate their own and other's performances, suggesting improvements. - They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.	Dance - Pupils will focus on developing an idea or theme into dance choreography. - They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. - Pupils will have opportunities to choreograph, perform and provide feedback on dance. - Pupils think about how to use movement to convey ideas, emotions, feelings and characters. - Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups. Invasion Games (basketball) - In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. - Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. - Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. - They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances Invasion Games (tchoukball) - Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. - Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. - They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. - They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. - They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. - They will improve their ability to evaluate their own and others' performance.			Gymnastics - In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. - They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. - Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. - In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. Striking & Fielding (cricket) - Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. - They learn how to play the different roles of bowler, wicket keeper, fielder and batter. - In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. - In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. - Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. Athletics - In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. - As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. - They learn how to improve by identifying areas of strength as well as areas to develop. - Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. - In this unit pupils learn the following athletic activities: long	Alternative Sports In this unit pupils apply skills learnt in all topics to a variety of new games.

			distance running, sprinting, triple jump, discus and shot putt	
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