

HARWELL PRIMARY SCHOOL - LONG TERM PLAN YEAR 6 2021 -2022

	Term 1	Term 1 (2nd Half)	Term 2	Term 2 (2nd Half)	Term 3	Term 3 (2nd Half)
Project title	Birds of Prey	Light and Electricity	Nation and Local history (Geography)	Japan (compare with Anglo-Saxons)	Stone age (compare with The Shang Dynasty and Egypt)	Nutrition and Healthy living
Driving question	What is a raptor?	How can light be manipulated?	What is a nation?	How does it compare?	What was it like?	How healthy are you?
Trip/hook	Millets farm Falconry Centre visit	Lighthouse escape room	Orienteering	Murder mystery investigation	Fire cooking	School nurse visit
Outcome	Birds of prey games afternoon	Lantern walk	Island nation	Interactive exhibition: Tea ceremony Ink printing Sushi making Art exhibition - ceramics, paintings in the style of Hokusai, origami	Book hall Re-enactment	Fitness regime and parents in for a healthy meal
Main curriculum areas	<p>Science – see below</p> <p>Geography: - geographical areas of birds of prey</p> <p>History: - historical status of birds of prey (e.g. conservation status over time)</p> <p>ICT – see below</p> <p>Art – see below</p> <p>DT – see below</p>	<p>Art – see below</p> <p>History: - inventions of light - electricity</p> <p>DT – see below</p>	<p>Geography: - reading and creating maps - Topography - the formation of landscapes - study of different regions of the UK - study and simulate key elements of a nation</p> <p>History: - different nations and how they developed - how governments evolved - chronology of governments in history from other classes</p> <p>Art – see below</p> <p>DT – see below</p>	<p>History: - continue to develop a chronologically secure knowledge and understanding of British - local and world history - establishing clear narratives within and across the periods by learning about some key events in Japanese history and how Shogun Japan formed - find out how Shogun Japan developed - understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by exploring what we can learn about the Benin Kingdom from different artefacts - examine and evaluate different sources of evidence about Shogun Japan and say what they can teach us about Japanese culture - explain how and why the Shogun Japan became powerful and successful and also how and why it came to an end - to consider similarities and differences between ancient religions and different religions today - to look at the characteristics of Maya gods and design your own.</p> <p>Geography: - locate Japan on a map - recall key facts and terms about Japan - interpret a range of sources of geographical information, including maps (geography)</p>	<p>History: - how do we know about the distant past? - can the past be trusted? - why are there different interpretations of the past? - what was stone age Britain like and how did it compare with other places at that time (Shang Dynasty China/ The Egyptians) - to put events in chronological order - to understand how the period from the Stone Age to the Iron Age fits into a wider picture of British history - to find out about how hunter-gatherers lived in Stone Age Britain - to explore how Stone Age people survived against threats - to explore the style of Stone Age cave art - to find out how cave paintings were created - to examine non-written sources of evidence about the Stone Age - to make deductions from primary sources</p> <p>Geography: - looking at climate change in the past (the last ice age) and compare this to today - look at how river Thames changed its path during the last Ice age;</p>	<p>DT – see below</p> <p>History: - healthy living over time - change of diets - comparison between health now and health in the past</p>

				- locate the Shogun Japan Art – see below DT – see below		
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Literacy story	Fable story - Why does the Seagull always cry? Poetry	Quest story – The Torch	Adventure story – Robinson Crusoe	Traditional/ledged story – Who is the Thief? The Peach Boy (Kamishibai - paper theatre)	Overcoming the monster story – The Mammoth Hunter	Rags to Riches story – The Smiling Princes
Non-fiction	Non-chronological report – bird of prey	Instructions – mirror signal	Recount – diary entry	Explanation text – Japan	Discussion text – Were caves the best place to live? Should we kill animals for meat? Would you rather be a hunter or a gatherer?	Persuasive text – Eat healthily
Whole class reading text	Mortal engines	The Indian in the cupboard	Holes	Howl's moving castle	The Hobbit	The Hobbit
Maths links	Data handling (classification)		Scaling and measurement (maps), national economy, taxation and use of currencies.			Scaling, measuring, data handling and costing
Science Lines of enquiry Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping	- Living things and their habitats - nocturnal animals, life cycles, food chain - Interdependence and adaptation of species Identifying/Classifying/Grouping Pattern seeking	Light - electrical circuits. Comparative/Fair testing	Electricity Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping	Bright Ideas starter and Science investigations based on prior learning, including all lines of scientific enquiry Observing over time, Researching, Comparative/Fair testing, Pattern seeking, Identifying/Classifying/Grouping	Evolution and inheritance - how fruits grow - plant identification - food chains - animal survival and extinction - materials - properties of wood and flint Identifying/Classifying/Grouping Pattern seeking	Animals, including humans - focus on nutrition and healthy eating Observing over time Pattern seeking Researching
ICT	Research, safe use of the internet, blog. E-safety	Programming E-safety	Use of mapping and satellite imagery, research, blog. E-safety	Programming	Researching	Research, science video clips E-safety
Art	- develop drawing through: line, tone, pattern, texture - use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why	- explore colour mixing and blending techniques with coloured pencils - mix colour, shades and tones with confidence building on previous knowledge - understanding which works well in their work and why - purposely control the types of marks made and experiment with different effects and textures inc: blocking in colour, washes, thickened paint creating textural effects Work in a sustained and independent way to develop their own style of painting. This style may	- use collages (textiles) to create a national flag	Ink printing; Ceramics painting Artist study - Hokusai Calligraphy Tea ceremony	- experiment with a variety of techniques including drawing and painting using pencil, charcoal and paint - create an informative and interesting Stone Age exhibition which will include cave painting - textiles to create a Stone Age outfit	

		be through the development of: colour, tone and shade.				
DT	Design a bird of prey to suit a habitat	Frame structures for lanterns Creation of a light display showing manipulation of light.	Create a topographic map and a national flag	Sushi design and making	Stone Age cave paintings and a Stone Age meal Design an outfit for a barbie	Design a healthy meal
RE				Buddhism - religion connections - contrasts and trends over time - develop the appropriate use of historical terms by learning about the religious beliefs of the people of Japan - describe what the people of Japan believed in - consider similarities and differences between ancient religions and different religions today - look at the characteristics of Japanese gods through Buddhism		
Music	- singing assembly - carol singing	- history of World Music – Pop - KS2 concert - stage production	- composing a national anthem - notations of music	Japanese musical instruments	- looking at prehistoric musical instrument - create a hunting song	- history of world music - Indie and blues