

Autumn Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 8	Week 9	Week 10	Week 11	
History	Question		When did polar exploration take place?		How has polar exploration developed over time?		Who is Robert Falcon Scott?	What happened to the Titanic? Can children name one way in which the Titanic was significant for its time? • Can children create a simple timeline of events which	What happened in the build up to the Titanic sinking? Can children identify a primary/secondary historical source? • Can children determine, in their	What were the conditions like aboard the Titanic? Can children describe the reasons why passengers were on the Titanic? • Are children able to identify	Can children identify some of the passengers who were on board the Titanic? • Are children able to suggest suitable sources to gain information to answer an inquiry	Can children express their own opinion on an event? • Are children able to use evidence to back up their opinions? • Can children express their	
	Skills		I can place historical events using dates in chronological order on a timeline in relation to prior events. Create a timeline of major events		I can discuss similarities and differences between different eras of polar exploration to explain how it has advanced over time.		I can select and use the most appropriate source of evidence to gather information (Y5). I can select and use the most appropriate source of evidence to gather information and recognise bias (Y6).	I can interpret and order a range of events that detail the Titanic sinking	I can discuss the similarities and differences between conditions aboard the Titanic and how they differed for the rich and poor.	To investigate the people on board the Titanic.	To investigate the people on board the Titanic.	To gather evidence to back up opinions.	
	Activity				compare and contrast polar explorers over time		I can make assumptions and ask questions to highlight their major explorations	I can use dates and historical terms to identify different types of historical sources and determine their reliability.	Order even in chronological order	To investigate what life was like on board for the different classes. In this lesson the children take a closer look at the interior and design of the ship from a passenger's point	This lesson introduces the children to some famous people aboard the Titanic and the roles they played in her journey, and the sinking. They use character profiles	Children are challenged to create their own opinions on the incident of the Titanic sinking as they explore the different reasons historians have investigated as the	
	Knowledge		I know that polar exploration was important in the period 1898 – 1922. I know where that is on a historical timeline. I can place historical events (using dates) in chronological order on a timeline in relation to prior events that we have studied (Y5). I can place		I know about different polar explorers.		Who was Ernest Shackleton, why was he important and what impact did he have? Who was Roald Amundsen, why was he important and what impact did he have? Who was Robert Falcon Scott, why was he important and what impact did he have?	I know the impact polar exploration has had on scientific discoveries, our understanding of the planet and economic development. I know the impact that the sinking of the SS Titanic had on sea travel.	I can list some events that led to the Titanic sinking. Investigate sources of information which tell us about the Titanic and the people on board.	I can discuss the conditions aboard the Titanic. Investigate what life was like aboard the Titanic for each of the classes.			
Science	Question	Can children name and describe the functions of the main parts of flowers? • Can children describe the life process of sexual reproduction in flowering plants? • Can children identify and label the parts of flowers	Do children understand what asexual reproduction is? • Can children explain some ways in which plants reproduce asexually? • Can children describe the life cycles of some asexually reproducing plants?	Can children define some of the ways in which sexual reproduction in animals occurs? • Can children compare species asexually? • Can children describe the life cycles and consider reasons why? • Can children record data using scientific graphs and/or	• Can children describe the conditions in a local environment as well as other environments around the world? • Can children establish causal links between the life cycle of animals and their environment?	Using scientific vocabulary, can children explain some of the ways in which different animals reproduce? • Can children compare the life cycles and methods of reproduction of different animals? • Are children able to give reasons	Do children understand what naturalists do? • Can they explain why the work of naturalists is important? • Can children give reasons why secondary sources of scientific evidence cannot always be trusted?	What is inheritance? Why do we inherit particular characteristics from our parents? What characteristics can we inherit? What is adaptation? How have living things adapted to suit their environments? How have some living things changed over time?	• Do children recognise that animals produce offspring that are like themselves? • Can children explain why variation in offspring occurs?	Can children describe the conditions of an environment? • Can children identify characteristics which help an organism to be well suited to its environment? • Do children understand why different organisms in the	Do children know that not all inherited characteristics are advantageous? • Can children explain why advantageous characteristics are more likely to be passed from generation to generation? • Do children understand that	• Do children know that our understanding of process of evolution has developed over time? • Can children share what they have learned about the process of evolution? • Can children share what they	• Do children understand that a species can change over time due to mutations? • Do children understand that a species can change over time due to external factors such as competition from other species, disease or climate
	Skills	To describe the process of sexual reproduction in flowering plants.	To describe the process of asexual reproduction in plants.	To describe the process of sexual reproduction in animals.	To observe and compare the life cycles of animals in our local environment with other animals around the world.	To compare how different animals reproduce and grow.	To find out about the work of naturalists.	EVOLUTION AND ADAPTATION This strand is about evolution and the development of the human body and how	To recognise that living things produce offspring of the same kind, but normally offspring vary and are not	To identify how animals and plants are adapted to suit their environment in different ways.	Evolution and inheritance: Darwin	To recognise that living things have changed over time and that a number of factors can affect a species'	
	Knowledge	Children will recap the names of parts of a flower and learn about how flowering plants reproduce sexually. They will then either label diagrams of	Children will learn about some ways in which nonflowering plants reproduce asexually, then either describe one of these processes in their own words or draw plants from cuttings	Children will learn about sexual reproduction in animals, including some ways in which some reptiles and fish reproduce. They will then either sort and	Children will study and compare the life cycles of animals living in a variety of environments. They will then either research animals living in different	Children will learn more about the life cycles of animals, focussing on gestation periods and growth. They will then explain the life cycles of animals in	Children will learn about the work of naturalists and animal behaviourists, then research and write in depth about a well-known naturalist.	I can describe and compare the bodies of some hominid species and how they evolved for different purposes - climbing / walking I can use the basic ideas of inheritance, variation and	Children will learn about traits that are passed from one generation by the next, and one generation ways in which in which some inherited characteristics may	Children will learn about how random mutations may or may not be passed from one generation to the next, and how this process results in variation. They	Children will learn about how, if traits are advantageous to a species, they may be passed on and that evolution can occur. They may then	Children will learn about the contributions of ancient Greek scientists to our understanding of evolution. They will also study in greater depth the work of Carl	Children will learn about mutations, and how external factors can affect the evolution of a species. They will then either summarise their learning about
	Question	Where are the polar regions?	What are the key features of polar regions?	What are the key physical features of polar regions?	What are the challenges of living in the Arctic?	What are the similarities and differences between the lives of an Inuit and someone in the UK?	What are the consequences of human activity on our planet?	How can I look after the environment to reduce our carbon footprint?	What will be the consequences if we don't reduce our carbon footprint? What do people continue to do that causes climate change?	Who are Inuits?			
Skills	I can use a range of resources to locate key places	I can compare the characteristics of different regions	I know what the physical features of both polar regions are.	I can explain the challenges of living in the Arctic	I can identify key features of global warming in the Arctic	I can identify key features of global warming in the Arctic	I can identify ways to reduce our carbon footprint	I can explain what will happen if we continue to damage our world	I can detail what it means to be an Inuit and what their daily routine is.				
Knowledge	I know where the polar regions are	I know the key features of polar regions	I can compare the physical features of both polar regions.	I know the challenges of living in the Arctic	I know the similarities and differences between the lives of an Inuit and someone in the UK	I know the consequences of human activity on our planet and understand how some of these aspects have changed over time	I know how I can look after the environment to reduce our carbon footprint	I know the consequences if we don't reduce our carbon footprint	I know what an Inuit is.				
RE	Activity	Map of world - identify continents, oceans and polar regions	Venn diagram to compare Arctic and Antarctica		Chromebook research into challenges. Present in Inuit speech bubble	Compare life of an Inuit with life of someone from the UK	Watch 2 clips of polar bears in Arctic - 50 years ago and today. How has it changed? What has caused this? Photos of each image to annotate	Small group projects - different ways to reduce carbon footprint (eg - recycling, turning lights off etc)	Letter from a child of the future (2200) Why didn't you help? Look what our world is like now....	Powerpoint presentation.			
	Question	Y6 Myself -How do we show we care for others? Why does it matter?	How do we show we care for others? Why does it matter?	Why do people fight and cause pain? Can war ever be justified?	Is it acceptable to fight with others even if there is a valid reason/grievance?	How do we know what is good? Can people learn to be more generous?	How do we know what is good?	How do we know what is good?	How do varied faiths use their sacred texts as a guide for life?				
	Skills	I can discuss and apply my own ideas about ethical questions and human rights issues: what is fair and unfair?	I can discuss and apply my own ideas about ethical questions and human rights issues: what is fair and unfair?	I can debate what is unfair and fair giving reasons for my arguments.	I can debate what is unfair and fair giving reasons for my arguments.		I can learn from examples of Christian practice and consider the challenges of trying to live a good life.	I can learn from examples of Christian practice and consider the challenges of trying to live a good life.	I can compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities.	I can compare the texts in the Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities.	I can consider why Christians celebrate Jesus' birth: what is the meaning of Christmas?		
	Knowledge	I know how to evaluate ideas relating to ethical issues	I know how to evaluate ideas relating to ethical issues	I know how to evaluate ideas relating to ethical issues	I know how to evaluate ideas relating to ethical issues	I know that there is a human code of living.	I know that some Bible stories can relate to everyday life	I know that some Bible stories can relate to everyday life	I know that other faiths use their holy books to live by. I know the rules of living a good life. (Humanist approach?)	I know the similarities and differences between the stories from the gospels. I can explain the birth and death of Jesus and how this impacts Christians today.	I know the similarities and differences between the stories from the gospels. I can explain the birth and death of Jesus and how this impacts Christians today.	I know in detail why and how Christmas is celebrated. I can explain the meaning of Christmas, making links to the Bible	
Activity	Discussion of people who care for us and those we care for. Chn. make lists coping how they are cared for & how they care for others.	Discuss care in the wider community. Draw web of members of our community that care for us e.g. doctors, crossing warden, teachers, police etc. relate to WW2 - discuss home guard, air raid wardens etc	Children discuss the reasons that people get into the stage where they fight. Ask children why an argument escalates into a fight.	Give chn. a scenario of someone being provoked into fighting. Chn. write written explanation of whether they think this was acceptable or not giving justifications.		.Read and retell story of the Good Samaritan in own writing. Discuss ways in which the story sets an example for us to live by.	Read and discuss the story of David and Goliath. Discuss obvious strength of Goliath and the skill of David. Discuss the unfairness in the contest. Ask children what we can learn from this story. Respond in writing explain what the story shows.	Discuss holy texts Qur'an, Torah etc & how these are used as codes of conduct. read 10 commandments. Chn. create own rules for living a good life.	Cartoon strip or Advent Calendar telling the story of Christmas	Cartoon strip or Advent Calendar telling the story of Christmas	Children's own written explanation of the true meaning of Christmas.		
PSHE	Question												
	Skills	I can identify my goals for this year, understand my fears and worries about the future and know how to express them.	I know that there are universal rights for all children but for many children these rights are not met.	I understand that my actions affect other people locally and globally can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and	I understand how an individual's behaviour can impact on a group.	I understand how democracy and having a voice benefits the school community.		I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I can face new challenges positively, make responsible choices and ask for help when I need it		I understand there are different perceptions about what normal means. I understand how having a disability could affect someone's life. I can explain some of the ways in which one person or a group can have power over another. I know			

	Spring	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
History	Question		What is the history of Mexico's poverty?		Who are the Aztecs? Who are the Mayans? When did they reign?		Who were the significant members of the Mayan and Aztec civilisations?					
	Skills		I can compare human geography to that of England to identify poverty factors.		I can use use chromebooks to research the history of Mexico		I can select suitable historical sources to research a period in history.					
	Knowledge		I know what poverty is and can include factors within Mexico.		What cultural influence did they have on Mexico? Learn about a non-European society that provides contrasts with British history		I know the significant members of the Mayan and Aztec civilisations and their impact on their respective people.					
	Activity		Annotated images with comparisons to UK.		Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).		Pyramid of importance - annotated and imagery.					
Science	Question	What is a fossil? How do fossils tell us information about the past?	What are the effects of forces on mechanical systems?	How do we represent circuits in a recorded diagram?	How can I separate materials?							
	Skills	I can recognise that living things have changed over time and that fossils provide information about livingthings that inhabited the Earth millions of years ago	Forces investigation - I can use my knowledge of pulleys, gears magnets to create a lifting machine - which can lift the heaviest weight?	I can create a circuit by following a diagram.	I can observe changes in the solution over time noting formation of crystals.							
	Knowledge	I know what a fossil is and how it can give information about the past.	I can apply my knowledge of mechanical systems and forces to influence their effects and the outcome	I know how to change the output of various components. I know how the voltage of cells affects the brightness of a lamp and the volume of a buzzer. I know the symbols to represent a simple circuit as a diagram.	I know that evaporation and condensation can be used to separate materials. I can explain whether these changes are reversible or irreversible. I know how to retrieve salt from a solution.							
Geography	Question	Where is Mexico? How is it different/similar to England?		What are the physical features of Canyons, Jungles, Major Cities, Bodies of water?		What is the social hierarchy in ancient Aztecs?	Do children understand the term 'human geography'?					
	Skills	I can use maps and satellite images to identify the geographical features of Mexico.				I know the hierarchy of importance in the Aztec civilisation.	I can use resources to research the human geography of Mexico.					
	Knowledge	I can identify where Mexico is. I can identify the key human and physical geographical features of Mexico		I know the physical features of all the geographical landscapes.		I can compare this to another hierarchy.	I understand the term human geography and know how it relates to Mexico.					
RE	Question	BELIEFS How do people worship?	How do people worship?	How do people worship?	How do people worship?							
	Skills	I can explain what it means to pray	I can explain how Muslims pray	I can explain how Jews pray	I can explain how non-religious groups show acts of kindness similar to acts of worship							
	Knowledge	I know I can pray if I need to										
PSHE	Question	CHANGING ME	How will I change during puberty?	How does a baby develop?	What is physical attraction and how does it change relationships?	Why is positive self-esteem so important?	What are my feelings for secondary school?					
	Skills	I am aware of my own self-image and how my body image fits into that	I can express how I feel about the changes that will happen to me during puberty	I can recognise how I feel when I reflect on the development and birth of a baby	I know how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend I know that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to	I can express how I feel about my self-image and know how to challenge negative 'bodytalk'	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.					
	Knowledge	I know how to develop my own self esteem	I know how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I know how a baby develops from conception through the nine months of pregnancy, and how it is born		I know about the importance of a positive self-esteem and what I can do to develop it	I know how to prepare myself emotionally for the changes next year.					
MFL	Question											
	Skills											
	Knowledge											
MFL	Question	What is notation?	What are the identifying features	What family does this instrument	How could you develop your skills.	What other strategies could you	How can I improve my	How can I improve my				
	Skills	I can interpret simple notation.	I can develop my performance	I can perform simple rhythmic and	I can perform simple rhythmic and	I can perform simple rhythmic and	I can develop my performance	I can develop my performance				
	Knowledge	I am able to identify notation and	I know the identifying features of	I can identify which family the	I know how to further develop my	I know how to use the SPOT	I know how to improve my	I know how to improve my				
PE	Question	Can I sprint 80m?	Can I take part in a 60m relay race?	Can I take part in a standing long	Can I take part in a triple jump	Can I throw a shot put?	Can I take part in a howler throw	Can I take part in a howler throw				
	Skills	I can run as fast as I can for 80m	I can take part in a 60m relay race	I can participate in a standing long	I can participate in a triple jump	I can throw a 2.72kg shot put	I can participate in a howler throw	I can participate in a howler throw				
	Knowledge	I know what a PB is (personal best)	I know the different ways my team	I know how a standing long jump	I know how a triple jump	I know all the aspects of a shot put	I know all the aspects of a howler	I know all the aspects of a howler				

		I understand that I will need money to help me achieve some of my dreams. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I can describe the dreams and goals of young people in a culture different to mine I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship										
PSHE	Skills											
	Knowledge											
	Question			How do I stay safe online?	How do I stay safe online?	How do I stay safe online?	How do I stay safe online?					
	Skills			I can act appropriately when something worrying or unexpected happens online and report concerns to an adult. I can make positive comments online.	I can use the safety features of websites as well as reporting concerns to an adult. I comment positively and respectfully online.	I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. I can explain the importance of communicating kindly and	I can explain why I need to protect myself and my friends and the best ways to do this, including reporting concerns to an adult. I can explain the consequences of sharing too much about myself					
Computing 1	Knowledge			I know what is worrying online and unexpect and when/how to report to an adult I know the impact of inappropriate or negative comments	I know how to find the safety features of a website I know when to report an issue to an adult I know and understand the impact of inappropriate or negative comments	I know how to keep myself safe online I know when/how to report an issue online I know and understand the impact of inappropriate or negative comments	I know how to keep myself and others safe online I know when/how to report an issue online including reporting concerns to an adult I know what is appropriate to share online and what isn't and					
	Question				Do children know what origami is? Can children follow a process to create an origami star? Can children add colour, pattern or texture to their origami stars?	Use their imagination to create an image in their minds of a fictional planet. Can children translate their ideas into images? Make appropriate decisions about which materials, techniques, colours and textures.	Who was Frida Kahlo? Was it fair what happened to her? How does her work reflect her life? What significance did her work have?					
Art	Skills				I can use a range of drawing materials to add interesting effects such as reflections, direction of sunlight, shadows. Use a choice of techniques to depict movement and perspective. Choose a style of drawing suitable for the work e.g. realistic/impressionistic/abstract	Show life-like qualities and real-life proportions or if more abstract provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks such as wire or moulds to provide stability and form						
	Knowledge											
	Activity											
	Question											
	Skills											
	Knowledge											
Design	Activity											
	Question	What are French adjectives?	What are French adjectives?	Can you describe in more detail where you live?	Can you describe in more detail where you live?	What are prepositions?	What are prepositions?	How do you ask for repetition/clarification in French ?				
	Skills	I can write sentences on a range of topics using a model	I can write sentences on a range of topics using a model	I can memories and perform a verse from a song	I can identify different text types and read short, authentic texts for enjoyment or information	I can read and understand the main points and some detail from a short written passage	I can read and understand the main points and some detail from a short written passage	I can match sound to sentences and paragraphs				
MFL	Knowledge	I know how to identify and	I know how to identify and	I know how to identify different	I know how to identify different	I know how to read phrases with	I know how to read phrases with	I know the common repetition				
	Question	How does this song make you feel?	What does this song make you think of?	Does this song tell a story?	How old is this piece of Music?	Is the Music fast or slow?	What are the dynamic of this piece of Music?					
	Skills	I can identify the purpose of the Music	I can identify the elements of Music in different pieces of Music and	I can identify the purpose of the Music	I can identify the elements of Music in different pieces of Music and	I can identify the purpose of the Music	I can compose a rhythmic and melodic piece.					
	Knowledge	I can identify a Rock style through learning the song - PRACTICAL	I will be able to show what a good singing position looks like - PRACTICAL	I will be able to show what a good breathing exercise looks like. - PRACTICAL	I will be able to perform to my fellow peers - PRACTICAL	I will be able to use percussion instruments to aid my performance. This will be rhythmical to the song we are	I will be able to use percussion instruments to aid my performance. This will be rhythmical to the song we are					
MUSIC	Knowledge											
	Question	Can I remember how to safely perform forwards and backwards rolls?	How do I link balances together with a partner?	What is a walkover?	What is a round off dismount?	How do I squat through and straddle over when vaulting?	What is the key steps 3 sequence?					
	Skills	I can remember the correct technique for forwards and backwards rolls	I can link different balances with movement in pairs	I can safely attempt to perform a walkover	I can safely perform a round off dismount off a piece of apparatus	I can perform a squat through / straddle over on a piece of apparatus	I can attempt the different key step 3 movements					
PE	Knowledge	I know I can use my rolls as part of my sequence work	I know I can use a number of movements to link balances together (jump, spin, roll etc)	I know what a walkover looks like	I know what a round off should look like and why I need to be safe when performing off apparatus	I know the difference between a squat through and straddle over (leg position)	I know how to link body management, floor exercises and vaulting					