



## Neroche Community Primary School Year 6 Topic and Science Programmes 2020-2021



### Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<b>WW1</b>	<b>Cool Canada</b>	<b>Eat Right, Be Bright (Healthy Eating)</b>	<b>Walk like an Egyptian</b>	<b>Groovy Graffiti (Street Art)</b>	<b>End of Year Performance</b>
Curriculum Area	<b>History</b>	<b>Geography</b>	<b>DT – Cooking and Nutrition</b>	<b>History</b>	<b>Art</b>	<b>Art/DT and Drama</b>
Objectives	<ul style="list-style-type: none"> <li>♣ a local history study Examples (non-statutory) a depth study linked to one of the British areas of study listed above</li> <li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. History – key stages 1 and 2 5</li> </ul>	<ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>- understand and apply the principles of a healthy and varied diet</li> <li>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>	<ul style="list-style-type: none"> <li>♣ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> </ul>	Pupils should be taught: <b>Art</b> <ul style="list-style-type: none"> <li>♣ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>♣ 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]</li> <li>♣ about great artists, architects and designers in history.</li> </ul>	Pupils should be taught: <b>Art</b> <ul style="list-style-type: none"> <li>♣ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>♣ 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]</li> <li>♣ about great artists, architects and designers in history.</li> </ul> <b>DT</b> Design Make Evaluate Technical knowledge <b>Spoken Language</b> <ul style="list-style-type: none"> <li>- use relevant strategies to build their vocabulary</li> <li>- speak audibly and fluently with an increasing command of Standard English</li> <li>- participate performances</li> <li>- gain, maintain and monitor the interest of the listener(s)</li> <li>- select and use appropriate registers for effective communication.</li> </ul>

## Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Scientific Enquiry Skills</b>	<b>Evolution and inheritance</b>	<b>Animals including humans</b>	<b>Living things and their habitats</b>	<b>Light</b>	<b>Electricity</b>
<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- using test results to make predictions to set up further comparative and fair tests</li> <li>- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>- identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>▪ describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>▪ give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ recognise that light appears to travel in straight lines</li> <li>▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>▪ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>▪ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>▪ use recognised symbols when representing a simple circuit in a diagram.</li> </ul>