

Unit/Theme	Dartmoor (6 weeks)	Tudors: Port of Plymouth (7 weeks)	British Empire & Industrial Revolution (6 weeks)	Biomes of the World (6 weeks)	20 th Century Conflict (6+7 weeks)	
Destination	To carry out a field study on Dartmoor. Live link back to school (if possible).	To create a verbal/visual performance of the Mayflower Journey.	To create an art gallery of Lowry inspired work.	To participate in a balanced argument concerning the environment.	To share a video documentary via teams with another class across the Trust.	
Big Question	What is the importance of Dartmoor to the local residents?	Why did the May Flower leave Plymouth?	Why was the British Empire so successful?	What is a biome?	What causes and what is the effect of conflict?	
Science	<p>Living things and their habitats</p> <ul style="list-style-type: none"> To 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. To give reasons for classifying plants and animals based on specific characteristics. <p>TAXONOMIST, CLASSIFICATION, VERTEBRATES, INVERTEBRATES</p>	<p>Electricity</p> <ul style="list-style-type: none"> To investigate electricity - Brightness of lamps / volume of buzzer, voltage and cells. To recognise, use and draw symbols when representing a simple circuit in a diagram. <p>ELECTRICITY, VOLTAGE, DIRECT AND ALTERNATING CURRENT.</p> <p>Sustainability Renewable Energy</p>	<p>Light</p> <ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. To use this idea to explain that objects are seen because they give out or reflect light into the eye. 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 To explain why shadows have the same shape as the objects that cast them. <p>LIGHT SOURCE, TRAVEL, REFLECT, SHADOWS</p> <p>Sustainability Light Pollution</p>	<p>Animals including humans – The Circulatory System</p> <ul style="list-style-type: none"> To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood <p>CIRCULATORY SYSTEM, VESSELS</p> <p>Animals including humans – Diet, Drugs and Lifestyle</p> <ul style="list-style-type: none"> To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 	<p>Evolution and Inheritance – Variation</p> <ul style="list-style-type: none"> To identify that living things produce offspring of the same kind. Inheritance and characteristics. <p>Evolution and Inheritance – Adaptations</p> <ul style="list-style-type: none"> To identify how animals have adapted to their environment <p>EVOLUTION, REPRODUCTION, SPECIES</p>	<p>Evolution and Inheritance – Fossils</p> <ul style="list-style-type: none"> To recognise living things and that fossils provide information about living things that inhabited the world 1 million years ago. <p>Consolidation</p> <p>Themed Projects</p> <ul style="list-style-type: none"> Melting Points Investigation Thermal Conductivity Investigation
Computing	<p>Computer Science</p> <ul style="list-style-type: none"> To use Kodu to design a virtual tour of the Dartmoor environment. <p>ENVIRONMENT, DESIGN, CODING</p> <p>NOS: Self Image and Identity AVATAR, IMAGE, IDENTITY</p> <p>NOS: Online Relationships SOCIAL MEDIA, COMMUNICATE, MESSAGING</p>	<p>Information Technology</p> <ul style="list-style-type: none"> To create a presentation using Google slides. <p>TRANSLATION, PRESENTATION, TRANSFORM</p> <p>NOS: Online Reputation TRUSTWORTHY, VALIDITY, OPINION</p>	<p>Information Technology</p> <ul style="list-style-type: none"> To create and use spreadsheets to record cotton mill and work house information - e.g. workers/output. <p>SPREADSHEET, CELLS, FORMULA</p> <p>NOS: Online Bullying REPORT, BLOCK, CYBER BULLYING</p>		<p>Information Technology</p> <ul style="list-style-type: none"> To create a documentary based on the life of a refugee (including an interview). To include video editing and cutting to put together a multi-scene video. <p>VIDEO EDITING, CUTTING, SCRIPT</p> <p>NOS: Privacy and Security DANGER, LINKED DEVICE, CONTENT SHARING</p> <p>NOS: Copyright and Ownership PLAGERISM, CONTENT, AUTHOR</p>	
DT	<p>Technical Knowledge (Structures)</p> <ul style="list-style-type: none"> Dartmoor Bridge Challenge – design and create a bridge for a river on Dartmoor. Who can make the strongest bridge. Create nets and templates accurately in a range of sizes. Use a range of methods to strengthen 3D structures and frames. Build a range of structures using a wide range of effective materials. Investigate measure and record the load tolerance of different structures (Dartmoor bridge). Find ways of improving a structures load-bearing capacity. <p>SPECIFICATION, ANNOTATED SKETCH, PURPOSE</p>	<p>Technical Knowledge (Textiles)</p> <ul style="list-style-type: none"> To design a Tudor purse. To create own patterns/templates. To join fabrics using running stitch, over sewing, back stitch. To explore fastenings and recreate some e.g. sew on buttons and make loops To use appropriate decoration techniques e.g. appliqué (glued or simple stitches) <p>DECORATE, APPLIQUE, EMBROIDERY</p>			<p>Cooking & Nutrition</p> <ul style="list-style-type: none"> Know and understand the practice needed in terms of food hygiene and kitchen safety. Compare commercial and domestic processes for producing food. Talk about how the properties of certain foods can affect the final product. To create a range of different dishes using different cooking techniques (e.g. using potatoes). To understand what rationing was used during WWII. Compare and evaluate several ideas in order to draw up a design specification. <p>PEELING, CUTTING, GRATING</p>	
Maths	White Rose Maths Scheme of Learning					
English (Genre & Key Texts)	<p>- Recount: Diary - Recount: Bravery Speech Award</p> <p>Texts: - Rose Blanche</p>	<p>- Narrative: Flashback Narrative - Recount: Newspaper Report</p> <p>Texts: - A Story like the Wind</p>	<p>- Narrative: Discovery Narrative - Explanation: Adaptation</p> <p>Texts: - The Origin of the Species</p>	<p>- Recount: Documentary Narrative - Discussion: Balanced Argument - Narrative: Hunted Narrative</p> <p>Texts: - The Ways of the Wolf</p>	<p>- Narrative: Endurance Narrative - Recount: Biography</p> <p>Texts: - Shackleton's Journey</p>	<p>- Narrative: Dual Narrative - Persuasion: Letter</p> <p>Texts: - Hansel and Gretel</p>
Reading (Key Texts)	<p>Texts: - War Horse – Michael Morpurgo - Glass Heart</p>	<p>Texts: - The Secret Diary of Thomas Snoop, Tudor Boy Spy - Philip Ardagh - Diver's daughter – Patrice Laurence - Treason - My Friend Walter</p>	<p>Texts: - Story of now let's talk about the British empire - Shelina Janmohamed -Moth – Isabel Thomas - Street Child - Songs of the Innocence</p>	<p>Texts: - Gut Biome - Katie Brosnan - Kensuke's Kingdom Survivors – David Long</p>	<p>Texts: - Boy at the back of the class - Letters from the light house - Fireweed – Jill Paton Walsh - Carries War - Good night Mr Tom</p>	<p>Texts: - Tomorrow - Nadine Kaadan - The Day War Came - Nicola Davies & Rebecca Cobb - Sadako and 1000 Paperchains</p>

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History		A Local history Study <ul style="list-style-type: none"> To order significant events of the Plymouth Tudors on a timeline leading up to the Mayflower leaving Plymouth. To identify what led up to the Mayflower leaving and compare across the time period. VOYAGE, DEPARTURE	British History <ul style="list-style-type: none"> To understand how and why Britain's Cotton Mills and workhouses were so successful. To follow the British Empire spread throughout India and the Caribbean. To look at the significant industries and compare North/South. SLAVERY, COLONY, INDUSTRIALISATION		British History & Conflicts post 1950 e.g. Vietnam, Falkland Islands, Iraq, Afghanistan, Israel/Palestine <ul style="list-style-type: none"> To create a timeline of post 1950 wars and plot them on a world map. To understand the reasons for wars starting. To look at propaganda and understand how the record of events differs based upon those who tell the story. To understand the differing human and physical reasons as to why conflicts begin. To understand why people are forced to leave their countries in conflict. To explore how physical and human infrastructure affects aid given. CONFLICT, POLITICAL, DEMOCRACY, GLOBALISATION	
Geography	Geographical Skills & Fieldwork <ul style="list-style-type: none"> To use the 8 points of a compass. To be able to use an ordnance survey map. Use 6 figure grid referencing, building on our key and symbol knowledge in the UK and the wider world. Complete a fieldwork investigation looking into the local area (Dartmoor) including diagrams and pictures. Create a sketch map of a city in the UK with symbols, key, and a scale (contour lines). GRID REFERENCE, SYMBOL, ORDNANCE SURVEY			Locational Knowledge & Human & Physical Geography <ul style="list-style-type: none"> To map the biomes of the world – linking to climate of the world and vegetation. To compare and contrast differing biomes – both physical and human features. Describe and understand biomes and vegetation belts SUBTERRANEAN, CONSERVATION, DEFORESTATION		
Art		Collage <ul style="list-style-type: none"> Create Henry VIII/ Tudor portraits using pastel/collage techniques Select coloured fabrics related to the chosen era. Use shape to give the illusion of form. Choose fabrics to add realistic details to a portrait. Choose and cut shapes with purpose. Overlap media to create texture. Mix and arrange fabrics for effect. Look at the work of the artist: Hans Holbein. ABSTRACT, BLEND, REALISTIC	Painting <ul style="list-style-type: none"> Focus on the work of L.S Lowry Art. Understand the texture of the paint affects the 'mood' of the picture (smooth/rough). Selects appropriate media and techniques to achieve a specific outcome. Use charcoal/watercolours to create paintings. Use shape to give the illusion of form. Use shadows to show the illusion of form. WATER COLOUR, ARRANGEMENT, TINT		Sculpture <ul style="list-style-type: none"> Design sculpture in sketchbooks, showing movement of human. Create wire sculptures to show movement of a human form. Use tools to help create structure and materials for stability. Look at the work of Alberto Giacometti (modern Swiss, Sculpture/painter). FORM, STRUCTURE, MOVEMENT	
Music	Dartmoor Folk Music <ul style="list-style-type: none"> To find out about the history of folk music on Dartmoor. To listen to / appreciate a variety of Folk music. To compose a piece of Folk Music. FOLK, IMPROVISE, HARMONICA	Greensleeves <ul style="list-style-type: none"> To appreciate and listen to Tudor music. To sing a Tudor Song To create a piece of Tudor music which is recorded using music notation. VIBRATO, MEZZO, TONE	Recorder		Year 6 Production Songs	
RE	Creation and Science: Conflicting or Complementary? (Creation)	Why do some people believe in God and some people not?	Why do Hindus try to be Good? (Karma/Dharma/Samsara/Moksha)	What do Christians believe Jesus did to 'save people?' (Salvation)	For Christians, what kind of king was Jesus? (Kingdom of God)	How does faith help people when life gets hard?
Languages	<ul style="list-style-type: none"> Phonetics 1-3 Presenting Myself 	• My Family	• The Date	• Do you have a pet?	• My Home	• Clothes
PSHE	How can we keep healthy as we grow? NUTRITION, MENTAL HEALTH, PHYSICAL HEALTH, EXERCISE	How can we keep healthy as we grow? INFLUENCE, CHOICE CWP: Puberty. Relationships & Reproduction 1 & 2	How can the media influence people? DIGITAL RESILIENCE, BODY DYSMORPHIA, GENDER IDENTITY	How can the media influence people? MANIPULATED, GAMBLING, CONTENT	What will change as we become more independent? RESPONSIBILITIES, ECONOMIC WELL-BEING, ASPIRATIONS How do friendships change as we grow? SAFE RELATIONSHIPS, RESOLUTION, INFLUENCE CWP: Puberty. Relationships & Reproduction 3 & 4	
PE	Beechwood Striking and Fielding – Cricket Martial Arts Oakwood/Weston Mill Invasion games Gymnastics 1 AUDIENCE EFFECTIVE	Beechwood Invasion Games – Bee Netball Gymnastics 1 Oakwood/Weston Mill Invasion games Gymnastics 2 MOTIVATE TEAMWORK	Beechwood Invasion Games – Tag Rugby Gymnastics 2 Oakwood/Weston Mill Invasion games Dance 1 FLUENT EXPRESSION	Beechwood Striking and Fielding – Rounders Dance 1 Oakwood/Weston Mill Games- striking and fielding Dance 2 BACKHAND OVERHEAD	Beechwood Striking and Fielding – Golf Athletics Oakwood/Weston Mill Games- striking and fielding Athletics STRIDE ACCELERATE	Beechwood OAA Athletics/Swimming Top up Lessons Oakwood/Weston Mill OAA Athletics LEADERSHIP SUPPORT

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SMSC & British Values	- Social Development – developing knowledge of local environments. - Spiritual Development – awe and wonder. - British Values – Rule of Law (Dartmoor Prison).	- British Values – Rule of Law (State Law/ Religious Law). - Social Development – social construct of a new community.	- Moral Development – promoting fairness and equality. - Social Development – technology changing the face of the community.	- Moral Development – respecting life in different forms/impact of climate change. - Spiritual Development – awe and wonder	- British Values – individual liberty/tolerance. - Moral Development – supporting and managing others through times of conflict.	
Rich Experiences	- Field Trip to Dartmoor - Virtual meeting with Seth Lakeman	- Visit Buckland Abbey - The Box Exhibition - Virtual Tour of Tudor Plymouth - French Christmas traditions	- Visit Morwellham Quay - Virtual tour of a workhouse - Victorian Dress up / experience day	- Eden Project – small groups using the minibus.	- Guest speaker – Plymouth centre for faiths and cultural diversity.	
Discovery List <i>(some flexibility and overlap with these experiences)</i>	- Climb a Tor. - Go river dipping. - Travel up the River Tamar on a boat.	- Sew on a button. - Sing carols around a real Christmas tree.	- Explore the outdoors on a wintery day. - Play in the snow.	- Watch a show. - Represent your school in a competition.	- Compete in a sport event. - Help out at a community event - Feed and stroke a school pet.	- Join a library. - Sing in a public performance.