

RISE PARK PRIMARY AND NURSERY SCHOOL LONG TERM PLAN YEAR 6

	Autumn	Spring 1	Spring 2	Summer
Theme overview	<p>World War II What was the impact of WWII on the world? Hook: Set the classroom up as a WWII room and allow the children to investigate the artefacts.</p>	<p>Islamic Civilisations What was a journey down the Silk Road like? Hook: market stall on the Silk Road</p>	<p>Eyam and the Plague How did the village of Eyam help to stop the spread of the plague? Hook: quarantining year 6.</p>	<p>Volcanoes and Earthquakes Why do volcanoes and earthquakes happen? Hook: have an earthquake – siren and hiding under tables.</p>
English	<p>Rose Blanche – newspapers about the disappearance of Rose and diary entries from Rose’s point of views – writing to inform</p> <p>Silverfin – horror stories to retell Silverfin and character description of a villain - writing to entertain</p>	<p>Stories from the Silk Road – diary entries about a journey down the Silk Road and letters home about trading down the Silk Road – writing to inform</p>	<p>Children of Winter – story sequel to the book and setting description of the area around the barn - writing to entertain</p>	<p>The Lion King (film unit) – writing to discuss – Was Simba right to run away following the death of Mufasa? Earth Shattering Events – writing to discuss – Would you live next to a volcano? Iron Man and Iron Woman – writing to persuade the Iron Man to help Lucy - persuasive letters Transition unit – secondary</p>
Reading	<p>When Hitler Stole the Pink Rabbit (history) - story The Boy in the Striped Pyjamas (history) - story An Underground City (history) - story Talking Turkeys! - poetry Pig Heart Boy (science) - story Poems about World War I (history) - poetry What makes your body work? (science) – information text The Beast Awakens – horror story (English) Peter Pan - play script Inside the Beagle (science) - biography</p>	<p>Beowulf – epic poem The Golden Age of Baghdad (history) – information text The Great Wall of China (history) – information text Light (science)- instructions The Visitor – poetry</p>	<p>The Tempest – play script Kiss of Death (history) - story Electricity (science) – information text Young, Gifted and Black – information text Lord of the Rings – historical fiction</p>	<p>Five Children and It – historical fiction A Night with a Wolf - poetry Yellowstone and Grand Teton National Parks (geography)– holiday brochure The Dollmaker of Krakow - story Fuzzy Mud (science)- interview Survivors (geography) – Craig Hosking and the couple who got blasted by a volcano - memoir Everything Earthquakes and Volcanoes (geography) – information text I am Malala - biography Fenn Halflin and the Fearzero - story River Poems - poems</p>
Maths	<p>Place Value Four Operations Fractions Decimals</p>	<p>Fractions, decimals and percentages Percentages Position and direction Algebra</p>	<p>Measurement / Converting Units Perimeter, Area and Volume Ratio, proportion and scale factors</p>	<p>Statistics Revision topics before SATS Investigations and practical after SATs</p>

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			Geometry	
Science	Animals Including Humans Diary – journey of a blood cell Evolution	Evolution Light	Electricity	Living Things and Their Habitats
History	WWII Diary entry (Anne Frank)	Islamic Civilisations	The Plague in Eyam Letter writing (plague survivor)	
Geography	European study with a range of countries			Volcanoes and Earthquakes Non-chronological report
Art	Textiles – sew a worry monster	Flash animation		David Hockney study
D&T	Building bridges to hold weight out of paper straws.		Fairground games	Cookery
RE	Beliefs In Action In The World (Holocaust)	Teachings, wisdom and authority Writing rules	Inspirational People in today's world (learning from great leaders, including Greta Thunberg)	Religion, Family and Community (contributions that religions make to local life in Nottingham) Persuasive speech
Music	Happy Christmas performance	Classroom Jazz	You've got a Friend	Leavers' Assembly
PSHE	Being Me in My World Celebrating Difference	Dream and Goals	Healthy Me	Relationships Changing Me Transition work
PE	Tag Rugby	Gymnastics	Dance	Orienteering Cricket and rounders
Spanish				
Computing	Online Safety Coding Text Adventures	Text Adventures Binary	Blogging	Spreadsheets (links to statistics) Networks Quizzing
Emotional Awareness	Discussing the choices that people made during WWII and what we would do in their situation. How would the actions of the Nazis have impacted on... Jewish people, German civilians, Allies etc? How would Jewish people have felt towards the Nazis after the Holocaust? Was the reaction of Jewish people appropriate? How would the actions of the Allies have impacted on German citizens? How would the emotions of a survivor have changed over the years? What strategies could they have used to not let this impact on their life long term?	Why do religious leaders work for justice and freedom? How might other people have felt about the advancements in the city of Baghdad? If you lived in Baghdad, how would you feel about being in a lower social class? How would you feel about the higher social classes? How would you feel if you had to live outside the city walls? How would you have felt about being sent on a journey along the Silk Road by your employer/master?	Why did these religious people keep going even when they were persecuted? What impact would that have had on their mental health? What does it feel like to quarantine today? How might people have felt back then? What would you do to make peoples' lives better during quarantine? If you lived in a neighbouring village, what impact would the quarantine of Eyam have on you?	What would it feel like to live near a volcano? How would it feel to live near an active volcano/on a fault line? What impact would this have on your mental health? How do you overcome living in fear? What would it be like to experience an earthquake/ volcano eruption? What impact would it have on your mental health to be part of the rescue team? How would you feel if one of your family members was missing? How are you feeling about secondary school? What impact might this have on your mental health?

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	<p>How do you think Charles Darwin felt when he discovered evolution which seemed to go against his Christian faith? How would you and your family feel if one of you had to have a heart transplant? How would it affect your life?</p>	<p>How would loss of trade, robbery etc? have impacted on your livelihood and emotions and that of others. How would the Mongol invasion have impacted on someone living in Baghdad? What strategies could they have used to not let this impact on their life long term? How would you feel if you brought back a new product? If you lived in Baghdad and wanted to study in the House of Wisdom but were not allowed to, what impact would this have on you?</p>	<p>How would you feel about being told you have to quarantine? What impact would quarantine have on your mental health? What impact would it have had on William Mompesson's mental health? Would you have felt guilty if you survived? What would it have been like to watch your family die and have to bury them? What impact would having to quarantine back then have on your mental health compared to the lockdown today?</p>	<p>Why do you think Iron Man decided to help humans even though they trapped him? Can you link this to anyone else in history? What was Simba feeling when he thought he had killed Mufasa? How do his actions show this? What impact did this have on his mental health?</p>
Knowledge of the World	<p>Understanding what caused WWII and how it affected different countries. <i>How should we personally respond to what we have learned about Jewish persecution?</i> <i>If you had been a German citizen during WW2, how would you have responded to the Nazi propaganda?</i> Understanding the geography of Europe.</p>	<p>Ancient Civilizations - understanding the chronology of a defined era. Considering the evolution of all animals through time. <i>Do you agree with the hierarchical societal structure seen in Baghdad in the past?</i></p>	<p>Timeline of the Great Plague and what the people of Eyam did to stop the spread. <i>How did the actions of each individual during the plague, impact the lives of others? To what extent should personal choice have been allowed?</i></p>	<p>Volcanoes and earthquakes – how and where they tend to happen. Knowledge of David Hockney, his work and the pop art movement. <i>Having explored how earthquake and volcanoes can be more devastating in poorer countries, how should we respond when natural disasters like these occur?</i></p>
Possibilities & Enquiries	<p>Building a bridge out of paper straws to take a certain weight. Building a human heart from clay. Exploring WWII artefacts to determine what they are.</p>	<p>Creating our own flash animations – exploring and using first. Market stall – where could it be from what is being sold?</p>	<p>Creating a fairground game. Comparing what happened in Eyam with quarantine during Covid-19.</p>	<p>Designing and creating a BBQ menu. Researching secondary schools. Researching how volcanoes and earthquakes happen.</p>
Diversity	<p>Exploring the holocaust from German civilians' perspectives. Exploring the impact that British colonies had on WWII and the diverse nature of the war. Use of texts from the German perspective for WWII.</p>	<p>Comparing and contrasting different religions within RE How Charles Darwin's theories were opposed by Christianity Cultural diversity (Baghdad) Use of texts to learn about Islamic Civilisation.</p>	<p>Exploring different religious leaders and what makes them inspirational. Use of texts from different cultures such as 'Young, Gifted and Black.'</p>	<p>Exploring the different religions that make up Nottingham's community and how they support their community. Use of texts from different cultures such as 'I Am Malala.'</p>

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Trips & Visits	The National Holocaust Centre and Museum visit	Eyam – Plague visit (halfway through this half-term)		Residential
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