

Year 6	Brave New World (Exploration)	Movers and shakers (Leadership)	Creating a community (Diversity)	Game changers and change makers (Innovation)	Earth Matters (Environment)	Astonishing Achievements (Creativity)
Curriculum Books	Goodnight Mr Tom (Hidden Hope) (Vera and Nicky)	Skellig – David Almond What Mr Darwin saw On the origin of the species	The Arrival – Shaun Tan The Hobbit – JR Tolkien	The Hobbit – JR Tolkien		
Curriculum Links  Science Geography History Music Art DT Computing PHSE RE	<p><b>Science</b> Living things and their habitats – how are things classified and what groups do I know? What are the main groups? – Taxonomy Who first came up with this idea? – Carl Linnaeus. Living things and their habitats - How can I classify plants growing in the school grounds? Classify vertebrates and invertebrates from a different country. Animals including humans – Explain which foods from different countries are healthy or unhealthy. Which ingredients are (un)healthy? Why – what do these ingredients do for the body? Evolution and Inheritance - How has an animal from a different country adapted to suit its environment? How is the animals' body suited? Has</p>	<p><b>Science</b> Inheritance – To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Adaptation – To identify how animals and plants are adapted to suit their environment in different ways. To understand that adaptation of plants and animals to suit their environment may lead to evolution. To find out about how the work of scientists has helped develop our understanding of the process of evolution. To recognise that living things have changed over time and that a number of factors can affect a species' evolution.</p>	<p><b>Geography</b> Bala Newbury topographical features Bala and Newbury comparison Bala and Newbury Comparison</p> <p><b>History</b> Who and when were the Maya? What did the Maya believe in (creation story) What did the Maya believe (Gods/religion) Maya priests and temples</p> <p><b>PHSE</b> Dreams and Goals</p> <p><b>RE</b> Christianity – Is anything ever eternal?</p>	<p><b>Science</b> <b>Electricity</b> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit  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  use recognised symbols when representing a simple circuit in a diagram</p> <p><b>Computing</b> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in</p>	<p><b>Science</b> <b>Light</b> recognise that light appears to travel in straight lines 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 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p><b>Geography</b> <i>Mountains</i> Locational knowledge locate the world's countries, using maps to focus on Europe (including</p>	<p><b>Science</b> <b>Animals including humans</b> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans</p> <p><b>Music</b> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of</p>

	<p>the animal changed over time – evolution?</p> <p><b>Geography</b> What is it like in ___? Research a country of their choice (from a given selection) in terms of location, physical and human geography and wildlife. LOCATION of my country: continent; Northern/Southern hemisphere, or equatorial; latitude, longitude, tropics; time zone PHYSICAL GEOGRAPHY: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes HUMAN GEOGRAPHY: types of settlement and land use, trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>History</b> WW2 – Chamberlain’s speech announcing the war. Air-raid siren: prepare the classroom for an air raid.</p>	<p><b>History</b> To understand what was happening in the world in 1643. To find out what life was like in Britain in 1643 – monarchy. To find out what the English Civil War was. To analyse sources on what Newbury’s role in the Civil War was. To make comparisons between England and France and China in 1643.</p> <p><b>Art</b> To research the role of art in Charles Darwin’s theory of evolution. To create art linked to remembrance day. To improve the detail of sketches.</p> <p><b>Design Technology</b> To generate, develop, model and communicate ideas of evolution through models we design and make.</p>		<p>programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p>the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge understand geographical similarities and differences through the</p>	<p>purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p>
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