

Long Term Plan 2022-2023

Year 6 (CW, RK, AD)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PBL		Does the punishment fit the crime?	Why do people settle in Leicester?		Did Early Islamic civilisation invent it all first?	
Science	Living things and their habitats		Evolution and Inheritance	Light	Animals including humans	Electricity
History		Connections and contrasts over time Changes in an aspect of social history, such as crime and punishment.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A study over time tracing how an aspect of national history are reflected in the locality		A non-European society that provides contrast with British history	
Geography	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey		Look at human and physical features of the local area		Where is Baghdad? How did it compare to Britain at that time?	Economic activity including trade link

	maps) to build their knowledge of the United Kingdom and the wider world Identify the position and significance of latitude, longitude, the Prime / Greenwich Meridian and time zones (including day and night)					
Art	Practise paint techniques in creating leaves for The Red Tree. Self portraits Use oil pastels / chalk / paints to create sea pictures (Kensuke's Kingdom) Use water colours / oil pastels to create maps with symbols	Use mixed media and layering to create street scene from The Promise.	Look at intricate drawings from Darwin's voyages. Create marbled paper as background for encyclopaedia plate- style pen and ink drawings of insects.	Use pastels and rubbers to create horse 'in motion' pictures		
RE	What do religions teach about the natural world and why should we care about it?	How does a Christian follow Jesus? What does it mean to be a Christian?	Can religion help to build a fair world and 'make poverty history'?		What does it mean to be a Muslim?	
RSE	What makes a happy and healthy relationship?	What are our responsibilities and what are our human rights?		How can I get help to manage my emotional well-being?	How can we manage risk? What is reproduction?	What makes us enterprising?

	Do families always make us feel safe? How do we keep safe on line?					
Computing	E-Safety, Copywrite, E-Commerce and Digital Citizenship	Animation	Independent programming	Digital invention	Photography	Photostory
Design and Technology	Plan, draw templates, cut out and sew to create 3d soft toys of Dojo characters	Design and create punishment tools Make hardback books and insert and secure pages to present Hare and Bare stories.				Design and plan activities, stalls and games for Mela using a range of materials, and review their success.
French	Phonetics 1 to 4	Presenting myself	Do you have a pet	What is the date? Or weather?	My house	School
Music	Unit 1 - Happy	Unit 2 – Classroom Jazz	Unit 3 – A New Year Carol	Unit 4 – You’ve got a friend	Unit 5 – Music and Me	Unit 6 – Reflect, Rewind, Replay
PE	Sportshall athletics, rounders and fitness	Basketball	Gymnastics	Cricket	Athletics	Rounders and tennis

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Year 6 Project Based Learning

Does the punishment fit the crime?

Key focus: History
Faculty: Humanities

Thinking Skills Focus:

Visual tools for metacognition: Mind maps, storyboards, sketching, conceptual frameworks (flow charts, maps, venn diagrams etc), graphic organisers, dual coding

Sustainable Development Goals Focus: Gender equality (5) Peace, justice and strong institutions (16)

Was the punishment the same for both men and women?

RRSA Articles:

A37. Children in Detention

A40. Children who break the law

A41. Best law for children

RSE: What are our responsibilities and what are our human rights?
Rights of a child

Article 7 - Children in detention

Children who are accused of breaking the law should not be killed, tortured, treated cruelly, put in prison forever, or put in prison with adults. Prison should always be the last choice and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact with their family.

Article 40. Children who break the law

Children accused of breaking the law have the right to legal help and fair treatment. There should be lots of solutions to help these children become good members of their communities. Prison should only be the last choice.

International link: Contact Eebraj in Nepal. Children at Kalika school to share the justice system in Nepal. Our children to compare the system, is it fair?

Diversity Focus: Gender (PBL) Race (Literacy)

RACE Are ALL people equal in the eyes of the law regardless? (Holes- historical racism America in 1880s? Laws to protect minorities.

Outdoor learning: Allotment visit where children will dig holes. This was the punishment Stanley had to do in Camp Green Lake (Holes)

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does this period fit into my historical timeline? • How did the Anglo Saxons/Tudors/Victorians treat criminals? • How does this compare to modern day punishment in the UK? • How have previous legal systems influenced our own? • Have different groups of people been treated differently? • Why do people commit crimes? • Does punishment work? Does it make you good and obedient? • What is the difference between punishment and reform? • How could crime be deterred in the first place? 	<p>Summary of the project:</p> <p>Children will be comparing modern criminal law and methods of punishment with what has existed in the past, learning key facts about crime and punishment in Britain from the Roman, Tudor and Victorian periods. Children will see how punishments vary according to time, place, gender, class and race. They will gain an understanding of the structure of the Criminal Justice system in the UK, and the punishments available, including prisons.</p> <p>The project will have a historical focus, but we will also feed into our learning in English lessons, through our reading of 'The Promise' and 'Holes'. We will also look at the 'Highwayman', and use this to inspire our art.</p>
<p>Key Vocabulary:</p> <p>Romans, Tudors, Victorians, Modern Britain, Era, Periods, Time line, Punishment, Execution, Legionaries, Tithing, Wergild, Oath-keeper, Torture, Vagrancy, Treason, Peelers, Isolation, Separation, Prevention</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Children should have prior knowledge on Romans from Year 4 <p>Prior Key History Skills Learning:</p> <ul style="list-style-type: none"> • Chronology – places events on a timeline (Yr 1 – toys from the past, Year 2 – The Great Fire of London, Yr 3 – The Stone age Yr 4 – Romans) • To make connections and comparisons of life today. • To devise historically valid questions about change. • To gain a chronologically secure knowledge. • To understand how our knowledge of the past is constructed from a range of sources. • To recognise a link to local history in Leicester.

Key History Skills:

- Place current historical topic on a time line in relation to other historical events.
- Use relevant dates and terms.
- Sequence up to ten events on a time line.
- Compare beliefs and behaviour with another study period.
- Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact, fiction or opinion
- Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past.
- Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.

Launch: Can children match the pictures to their use. Discuss and share what they think the objects are used for. Class detective work on what they think is the right punishment for each crime. Discuss and share with class. Introduce the topic question – “Does the punishment fit the crime?” What is the correct punishment, who decides and how do we know if it is fair?

Outcome: Children to understand how punishments for crimes have changed over the years/time periods and eras. They will create their own mock justice system with jurors, judges and lawyers. Does the punishment given by the judge fit the crime committed?

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Year 6 Project Based Learning

Why Do People Settle in Leicester?

Key focus: Geography
Faculty: Humanities

Thinking Skills Focus:

Visual tools for metacognition: Mind maps, sketching, conceptual frameworks (flow charts, maps, venn diagrams etc) to present fieldwork data and findings graphic organisers, dual coding
direct observation, maps, photographs, asking people who live in the local area, digital resources and other materials.

Sustainable Development Goals Focus:

11 Make Cities human settlements inclusive, safe resilient and sustainable (improve road safety sustainable transport)
5 Zero Hunger (Food banks)
8 Decent work and economic growth

RSE: What are our responsibilities and what are our human rights?

How healthy is Leicester? How health is Evington?

Obesity/diabetes rates?

RRS – Respecting environment

Article 24 Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy.

"I can think of few better ways to help young people become more knowledgeable, engaged with and perhaps respectful of their local environments and communities than to get them studying their local area –from its historical geography to the current social, environmental and economic processes shaping the places they live in." D

International link: Interview Ugandan Asian who was kicked out 50 years ago by Idi Amin – why did they settle in Leicester?

Diversity Focus:

Immigration- settler groups from different communities Migrant or refugee?

How diverse is Leicester Is diversity a strength of Leicester? – Evington? How has diversity shaped our city?

Different ethnic and religious groups- reasons for settlement
Immigration- settler groups from different communities Migrant or refugee?

Different ethnic and religious groups

Outdoor learning: Fieldwork in our local High street (Evington Road)
Planned walk to neighbouring Evington Village
Walk around the local are up to Evington Village

<p>Essential Questions:</p> <p>Explore changes in the geography of our local area.</p> <ul style="list-style-type: none"> • What challenges do refugees face? • Why do they settle in Leicester? • Why do they settle in Evington? • What are the differences between Uganda and England? • Can we identify and describe the human and physical features in our local area? • What are the key differences when comparing urban (Evington) and rural (Evington village/Great Glen)? • What has happened to our High Street? • How has Evington Road changed better/worse spoilt, make improvements? 	<p>Summary of the project:</p> <p>Children will be investigating why people come to settle in the city of Leicester</p> <p>They will also be studying the key physical and human features within Leicester-specifically Evington looking at maps</p> <p>They will be comparing Leicester to Uganda</p> <p>They will be comparing Evington ward to neighbouring rural Evington Village/Great Glen</p> <p>Children will look at the advantages of Leicester City – what is it about the city that is appealing?</p> <p>Look at census data – what is the population of the city? Is it a diverse city? Is this what makes it appealing to people?</p> <p>They will look at local attractions – museums, stadium</p>
<p>Key Vocabulary:</p> <p>immigration migrant refugee community growth- congestion population</p> <p>Settlement= villages, towns cities. Suburb Urban = Urbanisation</p> <p>Inner city Shopping centre</p> <p>Settlement pattern: shape spacing -linear , dispersed nucleated</p> <p>Function of settlement; Residential, (Housing types detached semi-detached terraced) industrial Commercial (shopping centre) recreation land use public spaces</p>	<p>Prior Learning:</p> <p>Compare maps with aerial photographs</p> <p>Beginning to use atlases to find out other information.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area</p>
<p>Key Geography Skills:</p> <p>Expand map skills to include non-UK countries. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use atlases to find out data about other places.</p>	

Launch: Visitors in school so the children can interview them about their experience in Uganda and why they chose to settle in Leicester.

Outcome:

Do an exhibition of their findings to parents /members of the community. Display boards showcasing their work, small groups of children talking to visitors to the exhibition.

MAYFLOWER PRIMARY SCHOOL



Year 6
Project Based Learning
Did Early Islamic civilisation invent it all first?

Key focus: History (Art and Design, ICT, English, RE, Maths)
Faculty: Humanities

Thinking Skills Focus: Memory Strategies

Sustainable Development Goals Focus: Good jobs and economic growth
 Sustainable cities and communities

RSE: What makes us enterprising?

International link: British Museum video link to view Islamic antiquities on display

Diversity Focus: What can the Islamic Golden Age teach us about migration and diversity? *Ruling caliphates open to people of all cultures and religions bringing and sharing of knowledge ensured period of intellectual growth and progress within society*
British Values- Respect and Tolerance

Outdoor learning: Visit to local mosque

Essential Questions:

How different was Baghdad to London around 900AD?
 What was in the House of Wisdom?
 Who was Ibn Battuta and how did his Rihla help us?
 Who was Al-Zahrawi and what could we learn from Muslim medicine?
 What did early Islamic civilisation leave behind?
 What was Early Islamic Civilisation?
 What do we already know about the Early Islamic Civilisation?
 When and where in the world did this civilisation exist? What was special about it?
 Where is Baghdad? What do we know about it? Why is it a significant place?

Summary of the project:

Children will be introduced to the idea that people from other civilisations have contributed to many ideas that impact on us still. They will learn about some of the differences in way of life between citizens of Baghdad and the UK. AD 900. Links will be made with other cultures that contributed to the formation of theories that are still used within modern day Britain. Children will also be introduced to personalities who undertook challenges on a huge scale to leave behind fascinating legacies. There will be a strong emphasis on children investigating issues and solving valid historical questions recognising the nature of the evidence on which their judgements and knowledge are based.

Our final outcomes will be an 'Inventors Fair' exhibition showcasing a selected invention and a biography on one of their favourite inventors.

<p>What are some significant discoveries and concepts developed by early Islamic scholars? Islamic art – how was this an important part of Islamic civilisation? What part did it play in the art, culture and life? How has Early Islamic Civilisation shaped the world we live in today? What effect has Early Islamic Civilisation had on the west? How do the children think the Early Islamic civilisation compares to other early civilisations?</p>	<p>This will be showcased and open for all year groups to visit. Parents will also be invited.</p>
<p>Key Vocabulary: Islam, Muhammad, Mecca, Allah, Medina, Hijrah, pilgrimage, prophet, caliph, caliphate, empire, mosque, hidath, house of wisdom</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> • Crime and punishment through different periods of time • Romans • WW2 • Ancient Egyptians • Vikings <p>Prior Key History Skills Learning:</p> <ul style="list-style-type: none"> • Chronology – places events on a timeline (Yr 1 – toys from the past, Year 2 – The Great Fire of London, Yr 3 – The Stone age Yr 4 – Romans) • To make connections and comparisons of life today. • To devise historically valid questions about change. • To gain a chronologically secure knowledge. • To understand how our knowledge of the past is constructed from a range of sources. • To recognise a link to local history in Leicester.

Key History Skills:

- Place Islamic Civilisation on a time line in relation to other historical events.
- Use relevant dates and terms.
- Link sources and work out how conclusions were arrived at
- Consider ways of checking the accuracy of interpretations – fact, fiction or opinion
- Confidently use textbooks and the internet for research
- Communicate their knowledge and understanding through discussion, drawing pictures, making models, writing and ICT.

Launch:

Research different inventions from the past 20 years. Now consider how long ago the Early Islamic Civilisation was. What do you think was invented during this period?

Outcome:

Our final outcomes will be an ‘Inventors Fair’ exhibition showcasing a selected invention and a biography on one of their favourite inventors. This will be showcased and open for all year groups to visit. Parents will also be invited.

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