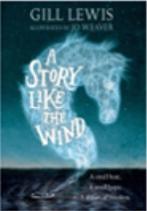




Year 6						
Topic/Theme	Autumn: Significant Women in 21st Century		Spring: World War 1		Summer: Mayans	
Knowledge Organiser	<a href="#">Y6 KO Aut 1</a>	<a href="#">Y6 KO Aut 2</a>	<a href="#">Y6 KO Spr 1</a>	<a href="#">Y6 KO Spr 2</a>	<a href="#">Y6 KO Sum 1</a>	<a href="#">Y6 KO Sum 2</a>
MTP	<a href="#">Y6 MTP Aut 1</a>	<a href="#">Y6 MTP Aut 2</a>	<a href="#">Y6 MTP Spr 1</a>	<a href="#">Y6 MTP Spr 2</a>	<a href="#">Y6 MTP Sum 1</a>	<a href="#">Y6 MTP Sum 2</a>
<b>Stunning Start:</b>	Only boys have the right to learn/play	Immersion for Story like the Wind	Army Morning	Way of the Wolf Trailer	Immersion for Shackleton's Journey: <a href="http://Virtualschoolvisits.com">Virtualschoolvisits.com</a>	Scavenger Hunt/ Orienteering
<b>Marvellous Middle</b>	Light and Shadow Theatre	Drama: boat scene	Beowulf Battle Scene/ Performing Speeches	Debate: should soldiers have gone to war?	Ancient Maya Hieroglyphs	Make props
<b>Fantastic Finish:</b>	Showcase Pop-up Books to Year 3: Life Story	Trip: Msheireb - Influential People/ Qatar History	Diorama Museum Day	Art Gallery: Poppies	Mayan Mask Showcase	End of Year Production
English - writing	<b>Year 6 Suggested Progressive Sequence</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>
	<b>Dreams of Freedom</b>	<b>Story like the Wind</b>	<b>Beowulf</b>	<b>Way of the Wolf</b>	<b>Shackleton's Journey</b>	<b>Hansel and Gretel</b>
						
	<b>Writing Outcome &amp; Writing Purpose</b>					
	Persuasion: Letter Purpose: To persuade  Narrative Purpose: To narrate	Narrative: Flashback Narrative Purpose: To narrate	Short speech oracy narrative	Purpose: Balanced argument	Recount: Magazine Article Purpose: To recount & inform  Narrative Purpose: to narrate	Persuasion: Letter Purpose: To persuade
<b>Curriculum Topic Driver</b>						
<b>Extraordinary Beings</b>		<b>World War 1</b>		<b>Empires</b>		



<b>Guided Reading</b>						
<b>Maths</b>	Place Value (2 weeks)  4 Operations (5 weeks)	Fractions (4 weeks)  Position and direction (1 week)  Percentages (2 weeks)  Consolidation (1 week)	Algebra (2 weeks)  Decimals (2 weeks)  Consolidation (1 week)	Converting units (1 week)  Perimeter, area and volume (2 weeks)  Ratio (2 weeks)	Properties of shape (3 weeks)  Statistics (1 week)  Consolidation (1 week)	Consolidation (1 week)  Problem Solving Investigations & preparation for KS3 (6 weeks)
<b>Science</b>	<u><b>Animals, Including Humans</b></u>  Keeping healthy: Animals, including humans, focus mainly on diet and exercise.	<u><b>Light</b></u>  Light, looking closely at how it travels and how shadows are made.	<u><b>Evolution and Inheritance</b></u>  Inheritance: looking at fossils and adaptation. Understand the adaptation of birds' beaks on the Galapagos Island.	<u><b>Environments Classification</b></u>  Living things and their habitats, including classifying microorganisms, plants and animals.	<u><b>Electricity</b></u>  Electricity, analysing the function of lamps, buzzers, cells and switches.	<u><b>Scientists &amp; inventors</b></u> - Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary. -Take measurements, using a range of scientific equipment, with increasing accuracy.
<b>PSHE</b>	<u><b>Health and wellbeing</b></u> <ul style="list-style-type: none"> <li>Physical health and Mental wellbeing</li> </ul>		<u><b>Relationships</b></u> <ul style="list-style-type: none"> <li>Families and friendships</li> <li>Safe relationships</li> </ul>		<u><b>Living in the wider world</b></u> <ul style="list-style-type: none"> <li>Belonging to a community</li> <li>Media literacy and digital resilience</li> </ul>	



	<ul style="list-style-type: none"> <li>• Growing and changing</li> <li>• Keeping safe</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting ourselves and others</li> </ul>	<ul style="list-style-type: none"> <li>• Money and work</li> </ul>
<b>Geography</b>	<p><b><u>Autumn 2 - Map Skills: Qatar</u></b></p> <p>Children will carry out a field study and take part in orienteering across the school. They will learn to read six-figure grid references and practise locating the school, their house and significant buildings on a map of the local area through the use of hard-copy maps and digital maps. Alongside this, children will learn about lines of latitude, map symbols, contours and will use this knowledge to identify scale and distance on maps.</p>	<p><b><u>Spring 2 - Comparison Study</u></b></p> <p><b><u>Countries in Europe: Comparison studies during World War 1</u></b></p> <p>Identify all countries that took part in WW1 on a map and compare the geographical features of these countries. Examine the human and physical geography of the Commonwealth. Investigate economic activity and trade links between countries and plot 6 figure grid references using symbols and keys.</p>	<p><b><u>Summer 2 - Human and Physical processes: South America</u></b></p> <p>Identify South America as a continent and start to identify some of its features. Use climate zone maps and understand features of climates by learning about temperature, arid and subtropical climates. Look at the various mountain ranges and draw cross sectional diagrams to showcase their learning of the physical geography. Consider the concept of world trade and learn about what products originated from South America. Build up towards selecting one country from South America and carrying out research to present about their chosen region.</p>
<b>History</b>	<p><b><u>Autumn 1</u></b></p> <p><b>How have civil rights been affected by significant women over the past 100 years?</b></p> <p>Learn about Amelia and Malala's journey and the struggles they faced in order to fight for their freedoms. Devise historical questions about change, cause, similarities and differences, and significance relating to the individuals they are studying. Order significant events on a timeline in chronological order and write a biography about a woman in the 21st century.</p>	<p><b><u>Spring 1</u></b></p> <p><b>How did the nations change and adapt during WW1?</b></p> <p>To explain the origins of the First World War, including propaganda. Place significant events from the War onto a timeline. To understand events that led to trench warfare on the Western Front and to identify the effects the war had on civilians and the world.</p>	<p><b><u>Summer 1</u></b></p> <p><b>Why did the Mayan empire rise and fall so quickly?</b></p> <p>Discover where and when the Maya built their civilisation. Investigate their way of living, their culture and their legacy through in depth research of: their language; the Mayan calendar; cities and architecture; trade and technology. Compare their lives to the modern day world.</p>
<b>Art</b>	<p><b><u>Autumn 2</u></b></p> <p><b><u>Artist Research</u></b> <b><u>Sally Morgan</u></b> <b><u>Aboriginal author and artist</u></b></p> <p>Sally Morgan is an aboriginal author/artist who has starred in the Dreams of Freedom book. We will begin by exploring her art pieces and consider the materials used to</p>	<p><b><u>Spring 2</u></b></p> <p><b><u>Observational Drawings</u></b></p> <p>Apply previous skills and demonstrate a variety of skills when drawing from observation. Identify artists who have drawn and painted flowers in order to support their drawing of a poppy. Develop ideas using</p>	<p><b><u>Summer 2</u></b></p> <p><b><u>Sculpture and Painting</u></b></p> <p>Use Mayan artefacts to inspire our own artwork with clay. Create mood boards to explore the colours, patterns and influences of the Mayan era and we design our own tile lid to place onto a coil pot.</p>



	recreate art in this style and draw Qatar's skyline. There will be a particular focus on the use of primary colours.		different or mixed media in their sketchbook. Consider formal elements throughout.			
DT	<b>Autumn 1 - Structures construction and mechanism</b> <b>Pop Up Book</b> Use research to develop and design a functional pop up book about the story of a significant woman in the 21st century. Communicate ideas through discussions and annotated sketches. Evaluate ideas and designs through the use of existing products.		<b>Spring 1 - Materials and textiles</b> <b>WW1 Trench</b> Discuss and analyse themes from the WW1 trenches. Discuss moods and create a back/foreground to be inserted into the shoebox. Measure mechanisms and add in props and characters. Evaluate models using success criteria.		<b>Summer 1 - Cooking and Nutrition</b> <b>Mayan Couscous Salad</b>  <b>Materials and textiles</b> <b>Mayan Mask</b> Explore Mayan masks and create a collage of the different types and include the different colours that are appealing. Discuss distinct features of Mayan masks and design and create their own examples. Evaluate and discuss what would be improved in the future.	
<b>Computing</b>  ●Computer science ●Information technology ●Digital Literacy ●E-Safety	<b>iSafe</b>  Staying safe in a digital world	<b>iProgram Unit 1</b>  Designing and developing computer programs  Hour of Code	<b>iData</b>  Introducing spreadsheets  Safer Internet Day	<b>iNetwork</b>  Networks, data and creating web content	<b>iApp Unit 1</b>  Designing and developing apps  Digital Literacy Lesson	
PE	<b>Indoor Athletics/ Health Related Fitness</b> To coincide with squads & ECAs in preparation for upcoming fixtures. Indoor Athletics to focus on events in fixtures. Understanding diet & the importance of exercise. Study of heart rate & the impact HIIT can have on HR.	<b>Rounders/ Cricket</b> Striking and fielding sports to link with development of Cricket and rounders squads as well as supplemented by ECAs.	<b>Basketball/ Outdoor Athletics</b> As per the QPPSSA calendar, basketball and outdoor athletics are taught to coincide with squads & ECAs in preparation for upcoming fixtures.	<b>Tag Rugby</b> Rules, passing, travelling and defending will be introduced before game based scenarios to allow children time to develop skills. Will also coincide with squad formation and there is an opportunity to run an ECA during this time.	<b>Gymnastics/ Dance</b> Balance and sequential performance in gymnastics. Creating sequence in dance, use of the body and beat to inform choreography.	<b>Football - Mini World Cup.</b> Potential opportunity to run an indoor football tournament in preparation for WC 2022. Depending on flexibility of timetable. Otherwise, football to be taught indoors with a lunchtime league or similar during the final half term.
Music	Rhythm and keyboard skills. Rhythms using hands and feet.	Exploring chords on the keyboard and using rhythms with chords to play songs.	Four-Chord pop songs. Clapping more complex rhythms and learning	Introduction to Ukulele chords and technique. Using rhythm to learn songs. Combining	Arabian music. Rhythms of arab music. Clapping and playing maksum	Using maksum rhythms and arabian "Ajnas" and exploring their use within arab music. Combining both elements to perform in the arab style.



			how pop songs are structured.	performance with keyboard skills.	rhythms. Explore our first arab scale.	
<b>Arabic</b>	<b>Reading Topics:</b> We are all same, Future study and Hijri Caledar	<b>Reading Topics:</b> Poem (We are young) Sports and motherland.  In the end of the term there are assessments in Reading, Writing and listening.	<b>Reading Topics:</b> *The poems of the country. *My story with money. * Hunting with eagus.	<b>Reading Topics:</b> *The boy who gets what he deserves. * The rock of success. *The importance of time	<b>Reading Topics:</b> The face news. *Team. *What do we get from sleeping?	<b>Reading Topics:</b> *The poem of big and small.* A Famous person that went around the world. Writing About Positive thoughts.  In the end of the term there are assessments in Reading, writing and listening.
<b>Spanish</b>	<b>¡Viva! 1 Módulo 1 : Mi vida</b> <b>Theme : Identity and culture</b> This module takes place over the Autumn term and by the end, learners will be able to describe themselves and others characteristically. Through this topic, learners will be able to give information about themselves and their family. Starting with introducing themselves, then going into more detail about what type of person they are, their heroes and passions, who is in their family and talking about any pets that they have.  <b>Grammar focus:</b> adjectival agreement and a more explicit understanding of gender in Spanish.  <b>Assessment:</b> The term will end with a reading and listening assessment by Pearsons Edexcel as part of the transition into Year 7. <a href="#">Module 1 knowledge organiser</a>	<b>¡Viva! 1 Módulo 2 : Mi tiempo libre</b> <b>Theme : Identity and culture</b> This module will take place over the Spring term, and by the end, learners will be able to talk about what they do in their free time. Through this topic, learners will be able to talk about what they do in their free time, depending on their environment. Starting with opinions of what learners like to do, incorporating the weather, activities that are weather dependent, sports and activities that we can do at home.  <b>Grammar focus:</b> conjugating the full paradigm of ar verbs with explicit knowledge of how to do this.  <b>Assessment:</b> The term will end with a speaking and writing assessment by Pearsons Edexcel as part of the transition into Year 7. <a href="#">Module 2 knowledge organiser</a>	<b>¡Viva! 1 Módulo 3 : Mi insti</b> <b>Theme : Current and future study and employment</b> This module will take place over the Summer term, and by the end, learners will be able to talk about their school life. Through this topic, learners will be able to talk about their school life; what they study and their opinions of it. They will also be able to say what activities they do in school and describe what facilities we have in school.  <b>Grammar focus:</b> conjugating the full paradigm of ar/er/ir verbs, including some irregular verbs, with explicit knowledge of how to do this. * Small introduction to the near future tense.  <b>Assessment:</b> The term will end with an assessment of all skill areas by Pearsons Edexcel as part of the transition into Year 7,			



<b>Qatar History</b>	Learn about Her Highness Sheikha Moza and the global program launched - 'Who We Are'. The National Anthem Qatar National 2030 Vision	The importance of archaeology in studying history. Ancient historical landmarks in Qatar	Qatar and the Ottoman Empire	Ottoman Relations	Citizenship and cultural heritage	Importance of heritage in Qatar
<b>Cross-Curricular Writing Opportunities</b>	Write biographies of significant women from the past.  Film a newspaper article about the achievement of a significant woman.		Diary entry from a soldier in the trenches.  Instructional writing on handing out and using rationing food stamps.  Write a letter home to your family, considering censored information. Create a recruitment poster.		Blurb about an artefact to be used in a museum.  Weather report on the climate in South America	
<b>Cross-Curricular Maths Opportunities</b>	Rachel Riley - Studied at Oxford University and famous for her role in Countdown (a popular show)		Code breaking activities  Budget game using rationing stamps		Design a prehistoric counting system Work out how many years ago the Mayans existed Create a Lonely Planet travel Vlog (use green screen)	

<b>Trips, Visitors &amp; Enrichment Opportunities (Can we include an outdoor adventure visit)</b>					
<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Msheireb (Explore Influential People)		Oman: Outdoor Adventure	Visit to a Mosque / Museum of Islamic Art	