



Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The same but different (Europe and Migration)		My Place in the World (Evolution and Inheritance)		Fair's Fair (The Victorian Age)	
Value	Love	Respect	Faith	Honesty/Integrity	Resilience	Teamwork
PSHE	<p><u>Introductory Lesson</u></p> <p><u>Family and Relationships</u></p> <p>Identifying ways to resolve conflict through negotiation and compromise (Friendships)</p> <p>Discussing how and why respect is an important part of relationships. (Respectful relationships)</p> <p>Identifying ways to challenge stereotypes. (Respectful relationships)</p> <p>Exploring the process of grief and understanding that it is different for different people.</p> <p><u>Knowledge:</u></p> <p>To know that a conflict is a disagreement or argument and can occur in friendships. (Friendships)</p> <p>To understand the concepts of negotiation and compromise. (Friendships)</p>	<p><u>Family and Relationships</u></p> <p>Please see previous box</p> <p><u>Health and Wellbeing Skills:</u></p> <p>Considering ways to prevent illness. Identifying some actions to take if I am worried about my or my friends' health. (Health and prevention)</p> <p>Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle. (Physical health and wellbeing)</p> <p>Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations. (Mental wellbeing)</p> <p><u>Knowledge:</u></p> <p>To understand that</p>	<p><u>Health and Wellbeing</u></p> <p>Please see previous box</p> <p><u>Safety and the Changing Body Skills:</u></p> <p>Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems. (Being safe - including online)</p> <p>Discussing the reasons why adults may or may not drink alcohol. (Drugs, alcohol and tobacco)</p> <p>Discussing problems which might be encountered during puberty and using knowledge to help. (The changing adolescent body).</p> <p>Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position. (Basic first aid).</p>	<p><u>Safety and the Changing Body</u></p> <p>Please see previous box</p> <p><u>Citizenship Skills:</u></p> <p>Learning about environment issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.</p> <p><u>Knowledge:</u></p> <p>To know that education is an important human right.</p> <p>To know that our food</p>	<p><u>Citizenship</u></p> <p>Please see previous box</p> <p><u>Economic Wellbeing Skills:</u></p> <p>Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs which might be suitable for them.</p> <p><u>Knowledge:</u></p> <p>To understand that there are certain rules to follow to keep money safe in bank accounts. To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. To understand that different jobs have different routes into them. To understand that people change jobs for a number of reasons. To know that banks and organisations such as</p>	<p><u>Identity</u></p> <p><u>Skills:</u></p> <p>Discussing the factors that make our identity. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.</p> <p><u>Knowledge:</u></p> <p>To know that identity is the way we see ourselves and how other people see us. To understand that gender and sexual orientation form part of a person's identity.</p> <p><u>Transition Lesson -</u></p> <p>Exploring a greater range of strategies to deal with feelings associated with change.</p> <p>To know that a big change can bring opportunities but also worries.</p>



	<p>To understand what respect is. (Respectful relationships)</p> <p>To understand that everyone deserves respect but respect can be lost. (Respectful relationships)</p> <p>To understand that stereotypes can lead to bullying and discrimination. (Respectful relationships)</p> <p>To understand that loss and change can cause a range of emotions. (Change and loss)</p> <p>To know that grief is the process people go through when someone close to them dies. (Change and loss)</p>	<p>vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness. (Health and prevention)</p> <p>To understand that several factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits. (Physical health and wellbeing)</p> <p>To understand that several factors contribute to my mental health (diet, exercise, rest/relaxation). To know the effects technology can have on mental health. (Mental wellbeing)</p>	<p>Knowledge:</p> <p>To understand that online relationships should be treated in the same way as face-to-face relationships. To know where to get help with online problems. (Being safe - including online)</p> <p>To understand the risks associated with drinking alcohol. (Drugs, alcohol and tobacco).</p> <p>To understand how a baby is conceived and develops. (The changing adolescent body)</p> <p>To know how to conduct a primary survey (using DRABC) (Basic first aid).</p>	<p>choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as health care and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.</p>	<p>Citizens' Advice can help with money-related problems.</p>	
RSE						
SMSC	<p>Spiritual: Emotional Literacy</p> <p>Recognise the impact of their and others' feelings and modify behaviour where appropriate.</p> <p>Zones of Regulation</p> <p>Spiritual: Enjoyment</p>	<p>Moral: Respecting others</p> <p>Sensitively cope with and compensate for other people's lack of respect.</p> <p>School Value</p> <p>Social: Social skills</p> <p>Show an interest in, and explain, how diverse communities and societies</p>	<p>Social: Accepting advice</p> <p>Distinguish where it is appropriate to ask advice and when it might not be.</p> <p>understand the personal qualities of advice-givers.</p> <p>PSHE</p>	<p>Spiritual: Beliefs and Values</p> <p>Be reflective about their own beliefs/values and ideas, and those of others, explaining how they inform perspectives.</p> <p>RE</p> <p>Moral: Consequences</p>	<p>Spiritual: Creativity</p> <p>Explain how creative/imaginative experiences inform their learning and their perspective on life.</p> <p>Music</p> <p>Spiritual: Perseverance</p> <p>Demonstrate persistence and help others do so in</p>	<p>Spiritual: Challenge</p> <p>Sensitively challenge things that might 'constrain the human spirit'.</p> <p>PSHE</p> <p>Social: Respect for the environment</p> <p>Explain how rights and responsibilities might differ from one cultural</p>



	<p>Explain how their own enjoyment might affect that of others. PSHE</p> <p>Spiritual: Reflectiveness Reflect on their own and others' experiences and learning, and suggest reasons for the differences. PSHE</p> <p>Spiritual: Insight vs knowledge Explain the difference between knowledge and insights. PSHE</p> <p>Spiritual: Respecting Others Start managing other people's insensitivity in appropriate and courteous ways. Zones of Regulation</p> <p>Moral: Right and Wrong Make reasoned judgments on moral dilemmas in and out of context, and reassess their own values in the light of this. PSHE</p>	<p>function: History/Geography</p> <p>Cultural: World view Explain how the 'emerging world culture of shared experiences' (eg through TV and internet) is changing world communities. Geography</p> <p>Cultural: Race, Ethnicity, Faith and Socio-economic background Explain how cultural influences shape people's heritage, both in context and in the abstract. Geography</p>		<p>Lead a considerate style of life and explain what this means. PSHE</p> <p>Social: Good citizenship Reflect on their own contribution to society 'and to the world of work'. PSHE</p> <p>Social: Collaboration Relate to others and work towards consensus by adapting behaviour and speech (eg facilitating / 'uniting' interactions). PSHE</p> <p>Cultural: British values Reflect on their own and others' opinions about the way society is organised at a variety of levels. PSHE</p> <p>Cultural: Disability, Gender, Sexual Orientation Sensitively challenge individuals or groups whose behaviour might have a negative impact on minorities, but</p>	<p>a sensitive way. School value Show sensitivity in explaining the range of influences that have come together to shape Britain's parliamentary system and its fundamental values. History</p>	<p>context to another. RE History</p>
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	Confidently act according to their own principles in areas that are considered right by some and wrong by others. PSHE			recognise that it might not be appropriate for them to speak 'for' someone else. PSHE		
English	Letter writing Recount (newspaper)	Writing to persuade Short story narrative Poetry: personification	Biography Recount review	Short story narrative Scientific reports Poetry: narrative	Letter writing Recount: diary writing	Biography
Maths	Number and arithmetic Properties of number addition and subtraction multiplication and division methods	Fractions: comparing and ordering and fractions as numbers Statistics Geometry Problem solving challenges	Ratio Order of calculations Decimals Percentages Area and Perimeter	Measurement Algebra Position and movement Volume	Word problems Arithmetic, number and calculation, word problems Cross-curriculum learning Enterprise project Topic based learning	Algebra Ratio
Science	Animals including Humans	Animals including Humans	Evolution and Inheritance	Evolution and Inheritance	Electricity	Light
History	Develop a chronologically secure knowledge and understanding of British, local and world history Note connections, contrasts and trends over time Develop knowledge an understanding of WW2 and the subsequent formation of the EU.		Local history study: Darwin's early life and how Shrewsbury shaped his early interests.		How did life in Britain change significantly during the Victorian period?	
Geography	Name and locate countries/cities from other continents that might have been in the news Identify countries and human and physical characteristics: hills, mountains, rivers and change over time		Locate the world's countries and capitals, using maps to focus on Europe (including the location of Russia) and North and South America Physical geography, including: climate zones, biomes and vegetation belts		Human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	



Art	Key Question -What does it mean to belong? Unit 1 - Patterns and shape	Unit 2 - collage - mixed media (newspaper cuttings, images - immigration - Banksy stencils	Key Question -How can we record the world around us? Unit 1 -Observational drawing - Patterns in nature - painting ceramic tiles Botanical drawing Animal drawings	Unit 2 -Water colour - paint mixing - William Morris wall paper - repeated pattern - digital app	Key Question - How have the Victorians inspired art today? Unit 1 - Victorian miniatures -clay and portrait begin with portraiture of important key figure and then link to topic.	Unit 2 - Paint or printing - railway art - Transport - progression from year 2 - How has transport changed over time? - create modern transport landscape.
D&T						
Music	How does music bring us together?	How does music connect us with our past?	How does music improve our world?	How does music teach us about our community?	How does music shape our way of life?	How does music connect us with the environment?
MFL						
RE	Islam: What is the best way for a Muslim to show commitment to God	Christianity: How significant is it that Mary was Jesus' mother?	Christianity: Is anything ever eternal?	Christianity: Is Christianity still a strong religion 2000 years after Jesus was on earth?	Christianity: How did Jesus' teaching challenge people?	Christianity: Does belief in Akhirah (life after death) help Muslims lead good lives?
Computing	Digital Literacy: Internet communication	Information Technology: Webpage creation	Computer Science: variables in games	Information Technology: Introduction to spreadsheets	Information Technology: 3D modelling	Computer Science: Sensing
PE	Athletics: Decathlon Core, Flexibility and Wellbeing: Yoga	Invasion Games: Tag Rugby Gymnastics: Body Symmetry	Invasion games: hockey Dance: football	Net and Wall: Tennis Principles of movement: Fitness and personal challenge	OAA and problem solving: Orienteering Adapted games: archery and new-age curling	Striking and fielding: Rounders and dodgeball SWIMMING: WATER SAFETY Problem-solving: escape rooms

Commented [OS1]:

