



Chilton Primary School
Curriculum Long Term Map
Year 6

INVENT AND CREATE

Respect, Excellence, Friendship, Equality, Determination, Inspiration, Courage, Tolerance

	Autumn Term	Spring Term	Summer Term
RRSA / GLP	Charity – Children discuss idea of charity, what is it, why do we need charities? How do governments support their own country and others when people are in need? Children choose a charity(s) to support (e.g. RSPCA / Food Bank) then work together to support them. All children to visit over the year and provide direct support. Articles: 14/26/20/5/12		
PHSCE / SMSC /	Living in the Wider World - Laws / Rules / Media Influence / Global Issues and Events)	Health and Wellbeing – Keeping safe whilst developing independence	Relationships – types of relationships
Moral	Is invention always the best thing? Explore when invention is a positive thing and when it is negative? Where is creativity and invention in different religions evident? Is everything in religion true or are things invented? How can we invent and create ourselves positively ensuring it does not impact negatively on others?		
RE	How do religious people / religions use ritual to worship and express belonging? How does this enable them to invent and create themselves as positive members of society? <i>(Identify specific festivals throughout the year to explore within various religions)</i> Within the religions of Christianity, Hinduism, Sikhism, Buddhism, Islam and Judaism; children learn about the types of rituals different religious people have. What is the same and different? Why are rituals important? How does religion help people to invent themselves? Are religious rituals always seen positively – why is this right / wrong?		
	National Trust What is the National Trust and why is it so important to the UK's history and geography?	Science – how has modern day technological inventions supported people in living longer?	Cragside – North East Inventors What can a historical place teach us about the importance of the NE in modern day technology?
ENG	Autobiography / Biography of Octavia Hill / Sir Rawsley Back to the Future – Stories with Historical Settings	Fiction - Back to the Future – Stories with Historical Settings and predicting the future Tuesday by David Weisner (Creative writing)	Range of outcomes to gather evidence “The First House Powered by Hydro Electricity” Newspapers / Non-Chronological Reports “William Armstrong – a NE Legend” – Argument “The rooms that William built” – Story about a room built for a special visitor POETRY - ???

	Reading Fictional Texts and Outcomes – reading and analysing a text (see SIMS for objectives to be covered)	Reading Non-Fiction - Relate to English (WW1, “The Future”) Comparing and Contrasting Texts by the same author (David Weisner)	Reading Poetry - Fiction and Non-Fiction planned from Teacher Assessment prior to SATS
Maths	Place Value, Addition and Subtraction, Multiplication and Division, Algebra Problem Solving and Reasoning	Fractions, Measures, Geometry, Statistics Problem Solving and Reasoning	ALL – from teacher assessment in preparation for SATS Problem Solving and Reasoning
	G – Gather, present and interpret data re: growth of settlements / energy usage / population growth – use of pie charts and calculation of mean averages. Sc – Group living things by a chosen criteria, provide justification and reasoning for decisions. A - Explore pattern and shape within Islamic art. Reflect and translate shapes, using all four quadrants to generate new patterns.	Sc - Gather, present and interpret data to justify link between the brightness of a lamp / volume of buzzer and the voltage of cells used in a circuit.	Sc - Gather, present and interpret data to justify link between the brightness of a lamp / volume of buzzer and the voltage of cells used in a circuit.
	G/Sc/A	H/Sc/DT	H/Sc/Comp
OV	Pupils explore their local area and the UK with a focus on different National Trust locations. They find these on maps and discuss why they are located where they are. Following this pupils explore Japan (chosen as it is a powerhouse of modern day inventions). They compare the human and physical Geography with the UK. Finally, children identify the invention they believe is the most influential in history. Exploring a variety of inventors and the impact they have, they then pitch their chosen invention to the group.	People are living longer now than in the past. Why is this the case and is it the same for all species of plants and animals? Pupils write a detailed explanation of this drawing upon a wide range of scientific facts. They can also add opinion (if it is rooted in the science knowledge they have). Also consider; how has modern day technological inventions supported people in living longer?	Children will visit Cragside in Northumberland. They will explore the diverse gardens, exploring how inventions enabled the different plants from the Globe to thrive there. They will explore the inventions within the house and the inspiration this has had on modern day Britain. They discuss the excellence William Armstrong had and the determination he showed to develop such a forward thinking house answering the question - How was Cragside a house before its time? Children will discuss the different rooms and how they were created for the visitors they had.
H/G	Geography – UK Geography (gap filling) using National Trust locations as the context <i>Asian Geography, Case Study Japan</i> <i>Map Skills, Human and Physical Geography</i> Autumn 2 History – (Use OS map, plan route, symbols)	NA – Science Term	A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. North East Inventors (Cragside) Geography – Local fieldwork around Chilton before visit to North East – gather data, surveys, land use,

	<p>What were the greatest inventions in history? Focus on overview chronology . Label eras. Attach events and people. Develop own list of greatest inventions. What criteria did you use? Look at greatest inventions list. Put in chronological order. What do they notice. What did these lead to ? Investigation into particular inventions. Defend your invention – Dragon’s Den idea Writing a supported judgement around significance. (criteria around significance)</p>		<p>mapping and sketches and Northumberland to compare and contrast locations. Village / local services. History – Theme in history, British Inventions and Inventors over time – Museum panel idea Why was the North East so important? (Museum panel idea) Fireplace image – speculate, questions, prioritise, design enquiry - how are they going to find out more. Reveal – fireplace, date, location. Cragside – history etc. Sources - photos, accounts, interviews – the story of the house. Why was the house built – why the fireplace? Timeline of Cragside. Primary source focus. What does this tell us, further questions (Life at the house/ similarity and difference – study of the house) Armstrong – inventors and industrialist - How significant were the Armstrongs? The industrial revolution and the North East – Coal, steel, ships and war. (Chilton and coal)</p>
Sc	NA	<p>Living things and their Habitats Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. Animals including Humans 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. Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Electricity 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 switched Use recognised symbols when representing a simple circuit in a diagram. Light 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>
Art/ DT /	<p>Computing Use Kodu to create a game linked to Inventors</p>		<p>Computing (Could be created in English – ensuring the content is correctly pitched)</p>

Comp	through history Design write and debug programs, controlling physical systems Work with Variable and forms of input and output Detect and correct errors in algorithms and programs		Children create a video for the National Trust to use to advertise the wonders of Cragisde. They use iMovie including images, speech, video clips, music and typing. Art Exploring Pattern and Colour (William Morris) To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. DT Food – design and create a menu for a Victorian Banquet to be held at Cragside. Understand basic principles of healthy and varied diet Prepare and cook variety of predominantly savoury dishes Understand seasonality Computing Use Kodu to create a game linked ??? Design write and debug programs, controlling physical systems Work with Variable and forms of input and output Detect and correct errors in algorithms and programs
Ongoing – E-Safety Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			
MFL	Spoken/Written – French Vocab Focus – ‘ Actions, In France ’	Spoken/Written – French Vocab Focus – ‘ Family, A Weekend with Friends ’	Spoken/Written – French Vocab Focus – ‘ The Future, Jobs ’
listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language speak in compound sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases			

	<p>read carefully and show understanding of words, phrases and simple writing</p> <p>write phrases from memory and adapt these to create new sentences</p> <p>describe people, places, things and actions orally and in writing</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced</p> <p>understand basic grammar appropriate to the language being studied</p>		
PE	<p>-What a racket! L3/4 NWG</p> <p>-Tag Rugby L4 IG</p> <p>-Beat the clock L3/4 O+A</p> <p>-Wide Attack L4/5 IG</p>	<p>-Acrobatic Gymnastics L3/4 (Video) G</p> <p>- Zone Rounders L3+4</p> <p>-Group Dynamics L4/5 (Video) G</p> <p>-Running, Throwing and Jumping (Linked to Quad Kids/Sports Day) A</p>	<p>Dance – Coach</p> <p>-Kwik Cricket</p> <p>-Swimming Boaster</p> <p>-Running, Throwing and Jumping (Linked to Quad Kids/Sports Day) A</p>
MUSIC	<p>‘Ukuleles – Durham Music Service’</p> <p>Play and perform in solo / ensemble context (vocals and instruments)</p> <p>Listen to a variety of sounds / develop aural memory – including music from different time periods and cultural places</p> <p>Improvise and compose music</p> <p>Use/understand standard musical notation/signs</p> <p>Continue to develop an understanding of history of music</p>		
Learning Weeks	Anti-Bullying Week – November	National Story Telling Week (Jan / Feb)	Volunteers Week – June (Fundraising Opportunity – Volunteer in our Community)