

| <u>Year group: 6</u> | <u>Term: 3/4</u> | | <u>Enquiry Question: What did the Romans ever do for us?</u> |
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| | Essential knowledge: | Essential vocabulary | Skills: |
| Creative development | <p><u>Art</u></p> <p><u>Sculpture / Artists – Roman mosaics</u></p> <ul style="list-style-type: none"> – Know how to improve their mastery techniques within sculpture. – Roman Clay heads – Know about the work of great designers and architects in history and make links to own work. – Roman Mosaics – To know about the work of great artists and talk about the links to own work – To know and understand about art from different cultures. <p><u>Music</u></p> <p><u>Spring 1 – A New Year Carol</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> – Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians – Play an instrument in solo and | <p>Proportion Profile Stipple Hatch Mould</p> <p><u>Spring 1 - A New Year's Carol</u></p> <p>Composers Classical Gospel Rhythm Verse Chorus</p> | <p><u>Art</u></p> <p><u>Sculpture / Artists – Roman mosaics</u></p> <ul style="list-style-type: none"> – To develop skills in using clay including slabs, coils, slips, – To create sculpture and constructions with increasing independence – Awareness of the potential uses of materials – Use different techniques, colours and textures when designing and making pieces of work – To be expressive and analytical to adapt, extend and justify their work – Identify artists who have worked in a similar way to their own work – Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. <p><u>Music</u></p> <p><u>Spring 1 – A New Year Carol</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> – To control how percussion instruments, create sounds – To identify and analyse the structure of a range of music – To identify aurally a wide range of instruments and their features |

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| | <p>ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> - Use and understand staff and other musical notations. <p><u>Spring 2 – You’ve Got a Friend</u></p> <p><u>Playing / Understanding staff notation</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - The instruments used in class (a glockenspiel, a recorder) - Other instruments they might play or be played in a band or orchestra or by their friends. - Different ways of writing music down – e.g. staff notation, symbols - The notes C, D, E, F, G, A, B + C on the treble stave | <p>Bridge Introduction Texture Structure Timbre</p> <p><u>Spring 2 – You’ve Got a Friend</u></p> <p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p> | <ul style="list-style-type: none"> - To play rhythmic accompaniments to music with control, accuracy and adaptation. <p><u>Spring 2 – You’ve Got a Friend</u></p> <p><u>Playing / Understanding staff notation</u></p> <ul style="list-style-type: none"> - To play a musical instrument with the correct technique within the context of a song. - To select and learn a differentiated instrumental part that matches their musical challenge from memory or using notation. - To rehearse and perform their part within the context of the song. - To listen to and follow musical instructions from a leader. - To lead a rehearsal session. |
| <p>Knowledge & understanding of the world</p> | <p><u>History</u></p> <p><u>How did the Roman Empire impact upon Britain?</u></p> <p>In topic, our children will learn about the Roman Empire and will focus on the following:</p> | <p>Empire Civilisations Settlements Viaduct Aqueduct Siege Trebuchet</p> | <p><u>History</u></p> <p><u>How did the Roman Empire impact upon Britain?</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - Use atlases and research to identify the location of the Roman Empire - Compare different civilisations |

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| | <ul style="list-style-type: none"> - Explore the story of how Rome was founded by Romulus and Remus and how the city expanded into an empire - Investigate how society was structured in Ancient Rome - Research what daily life was like for the Ancient Romans - Discover what the ancient Romans did for entertainment - Explore what the ancient Romans believed in and who their god and goddesses were - Explore the Roman's love of ball games and play a game of Harpastum - Investigate the variety of challenges Roman soldier would have undertaken at the Campus - Identify Italy and its major cities on a map and explore its geographical features (human and physical) - Explore the tourist attractions of Roman and analyse the city as a holiday destination - Identify similarities and differences between Italy and Britain (time and place) - Understand where the Roman Empire fits in historically with other major civilisations - Know how the Roman Empire differs from other major civilisations - Understand the changes and the reasons behind them for the Roman Empire | | <ul style="list-style-type: none"> - Compare time periods with explanations and demonstrate a complete chronological framework by referencing a variety of time periods previously studied - Investigate similarities and differences and trends - Show a good understanding of the causes of the decline and rise of the Roman Empire - Infer other factors that may have contributed to the rise and fall in a larger context - Consider questions around a piece of evidence and can infer what the evidence might be telling us and consider their reliability - Ask meaningful, relevant questions and can hypothesise possible answers - Understand that Rome's legacy impacts modern society and the world around them - Consider changes and continuity across all areas including culture, economy, politics and military – this can include between time periods. |
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| | <ul style="list-style-type: none"> - To know how the Roman Empire has impacted on current day Britain (legacy). <p>RE</p> <ul style="list-style-type: none"> - Know and show how forms of worship are expressions of belief. - Know and show how the milestones of life give a sense of identity and belonging for faith members. | <p>Rites of passage Bar Bat Mitzvah identity belonging sacrifice significance milestone worship</p> | <p>RE</p> <ul style="list-style-type: none"> - Express thoughts about the importance of worship for faith members. - Discuss the impact of rites of passage on faith members, their family and community. |
| <p>SMSC</p> | <p><u>Dreams and Goals</u></p> <p>In this topic, children can tell others about some of my hopes and dreams, understand and recognise the feeling of hopes, dreams and disappointment and plan goals.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> - Know their strengths, challenges and how to set realistic goals - Outline and understand the learning steps needed to meet them - Understand how to stretch their learning - Identify problems in the world that concern them and talk to others about them - Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult | <p>Dream Hope Goal Learning Strengths Stretch Achievement Personal Realistic Unrealistic Feeling Success Criteria Learning steps Money Global Issue Suffering Concern Hardship Empathy Motivation</p> | <p><u>Dreams and Goals</u></p> <p>Children can:</p> <ul style="list-style-type: none"> - Stretch their boundaries, generate a criterion they need to meet before reaching their goal and recognise the emotions of others who suffer - Empathise with others in difficult situations - Give praise that recognises the contribution of others. |



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| | <p>situations</p> <ul style="list-style-type: none"> - Work with other people to help make the world a better place - Empathise with people who are suffering or who are living in difficult situations - Describe some ways in which they can work with other people to help make the world a better place - Identify why they are motivated to do this - Know what some people in their class like or admire about me and can accept their praise - Give praise and compliments to other people when they recognise their contributions and achievements. | | |
| | <p><u>Healthy Me</u></p> <p>Children are taught what impacts the body and how the body can be impacted differently by substances. Similarly, children will identify their own attitudes toward this and express how they feel.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> - Know the impact of food on the body e.g. creating energy, giving comfort, and altering mood - Be motivated to give my body the best combination of food for my physical and emotional health - Know about different types of drugs and their uses and their effects on the body particularly the liver and heart - Be motivated to find ways to be happy | <p>Energy Motivate Physical Emotional health Liver Heart Drugs Alcohol First aid Mental health Illness Stress Pressure</p> | <p><u>Healthy Me</u></p> <p>Children can:</p> <ul style="list-style-type: none"> - Evaluate when alcohol is being used responsibly, anti-socially or being misused - Tell how they feel regarding using alcohol when they are older and their reasons for this. |



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| | <p>and cope with life's situations without using drugs</p> <ul style="list-style-type: none"> – Evaluate when alcohol is being used responsibly, anti-socially or being misused – Tell how they feel about using alcohol when they are older and their reasons for this – Know and can put into practice basic emergency first aid procedures (e.g. the recovery positions) and know how to get help in emergency situations – Know how to keep themselves safe to avoid emergencies and how to deal with emergencies if they happen – Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness – Know how to help themselves feel emotionally healthy and can recognise when they need help with this – Recognise how feeling stressed can be a trigger of alcohol misuse – Use different strategies to manage stress and pressure. | | |
| <p>Scientific & technological understanding</p> | <p><u>Science</u></p> <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> – Name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood | <p>Circulatory system Veins Arteries Capillaries Nutrients Oxygen Carbon di-oxide Nutrients</p> | <p><u>Science</u></p> <p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> – To identify and name the main parts of the circulatory system – To label the parts of the circulatory system – To describe the function of the circulatory system |



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| | <ul style="list-style-type: none"> – Describe the ways in which nutrients and water are transported within animals, including humans. <p><u>Design and Technology</u></p> <p><u>Making Yeast Based Products (Based on snacks for Sports Day)</u></p> <p>Design:</p> <ul style="list-style-type: none"> – Understand about seasonality in relation to food products and the source of different food products – Explore a range of initial ideas and make design decisions <p>Make:</p> <ul style="list-style-type: none"> – Know how to use utensils and equipment including heat sources to prepare and cook food. <p>Evaluate:</p> <ul style="list-style-type: none"> – Understand how key chefs have influenced eating habits to promote varied ad healthy diets – Know what a sensory evaluation is | <p>Protein Carbohydrates Minerals Vitamins Absorption Digestion Ingestion</p> <p>Finishing Rubbing in Knead Bran Dough Endosperm Germ Yeast Unleavened Bread Nutrition Ingredients</p> | <ul style="list-style-type: none"> – To understand the digestive system – To understand how nutrients are absorbed within the body. <p><u>Design and Technology</u></p> <p><u>Making Yeast Based Products (Based on snacks for Sports Day)</u></p> <p>Design:</p> <ul style="list-style-type: none"> – Identify how seasonality affects food produce – Create a design appropriate to develop – Use words, annotated sketches and information to develop a final product linked to the user and its purpose <p>Make:</p> <ul style="list-style-type: none"> – Write a step by step recipe including a list of ingredients, equipment and utensils – Select and use appropriate equipment utensils and equipment accurately to measure and combine appropriate ingredients – Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluate:</p> <ul style="list-style-type: none"> – Evaluate the final product with reference back to the design brief and specification – Take into account the views of others when identifying |
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| | <p>and how to record the data through a graph/chart.</p> <p><u>Computing</u></p> <p><u>Quizzing (Unit 6.7)</u></p> <ul style="list-style-type: none">- To know how to use the question types within 2Quiz- To know to use question types within 2Quiz- Understand the different question types. <p><u>Coding (Unit 6.1)</u></p> <ul style="list-style-type: none">- To review good planning skills- To how to use variables within a game to keep track of the properties- To know how to use functions and understand why they are useful in 2Code. | <p><u>Quizzing (Unit 6.7)</u></p> <p>2Quiz Question Open Closed</p> <p><u>Coding (Unit 6.1)</u></p> <p>2Code Variables Function Algorithm Requirements</p> | <p>improvements.</p> <ul style="list-style-type: none">- Select an appropriate graph/chart to record a sensory evaluation. <p><u>Computing</u></p> <p><u>Quizzing (Unit 6.7)</u></p> <ul style="list-style-type: none">- Consider the audience's ability level and interests when setting the quiz- Design their own quiz based on one of the 2Investigate example databases- Considered the audience's ability level and interests when setting the quiz- Share their quiz and responded to feedback. <p><u>Coding (Unit 6.1)</u></p> <ul style="list-style-type: none">- Plan a program before coding to anticipate variables- Debug when things do not run as expected- Explain what functions are and how they can be created and labelled in 2Code- Code programs that take text input from the user and use this in the program- Create flow charts for algorithms- Adapt an existing text adventure to make it unique to their requirements. |
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| <p>Physical development</p> | <p><u>Physical Development</u></p> <p><u>Spring 1:</u></p> <p><u>Gym Sequences (Unit 6.3)</u></p> <ul style="list-style-type: none"> - Explore a range of gymnastic shapes and balances - To know the difference between asymmetrical and symmetrical body shapes <p><u>Step to the Beat (Unit 6.3)</u></p> <ul style="list-style-type: none"> - To understand the value of aerobic exercise - To learn how to measure heart rate and note any changes | <p><u>Gym Sequences (Unit 6.3)</u></p> <p>Front and back support</p> <p>Symmetrical</p> <p>Asymmetrical</p> <p>Balance</p> <p>Shape</p> <p>Sequence</p> <p>Level</p> <p>Direction</p> <p>Rotation</p> <p>Dynamic</p> <p>Movement</p> <p>Rolling and bridging</p> <p>Counterbalance</p> <p>Tension</p> <p>Pull, push</p> <p>Extend.</p> <p>Canon</p> <p>Unison</p> <p><u>Step to the Beat (Unit 6.3)</u></p> <p>Heart rate</p> <p>Knee crunch</p> <p>Rhythm</p> <p>Cross step</p> <p>V step heel flick</p> | <p><u>Physical Development</u></p> <p><u>Spring 1:</u></p> <p><u>Gym Sequences (Unit 6.3)</u></p> <ul style="list-style-type: none"> - Identify and practise gymnastic shapes and balances - To use and refine the following: flexibility, strength, balance, power and mental focus - Co-operate with others - Identify and practise symmetrical and asymmetrical body shapes - Construct sequences using balancing and linking movements - Develop skills for movement including: rolling, bridging and dynamic movement - Use counterbalances and incorporate them into a sequence of movements - Use own and others' bodyweight to balance - Add interest to a sequence by varying the movements - Perform movements in canon and in unison - Perform and evaluate own and others' sequences - Develop the skill of critique including the ability to identify strengths and areas of improvement. <p><u>Step to the Beat (Unit 6.3)</u></p> <ul style="list-style-type: none"> - Perform aerobic activity to music - Improve stamina, demonstrating correct technique - Devise a routine - Analyse and evaluate others' performance and suggest areas of improvement - To practise and apply a sequence of step moves to the beat of the music - Select and use a wide range of compositional ideas and |
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| | | Squat Abdominals Grapevine Switch arm Push up | skills to create a routine - To devise a sequence of step-based activities to music |
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| <u>Guided Reading and other linked texts:</u> | <u>Previous Links to Learning:</u> | <u>Adaptations for SEND:</u> | <u>Key Questions:</u> |
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| Clockwork | Rivers and Coasts Animals including Seesaw | Visual aids Prompts Accessible seating Knowledge organisers Keywords | Which Roman Legacy is the greatest? What gave the Romans an advantage? Why did the Romans stop in Britain? Why did all roads lead to Rome? How did the Romans |