















# Bowesfield Primary

Year 6	The Golden Age of Islam	Magical Middle East	Amazing Adaptions / Frozen Kingdoms	Unsinkable	Their Finest Hour	What's the difference?
						
Main drivers	<ul style="list-style-type: none"> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>Science/Geography</li> </ul>	<ul style="list-style-type: none"> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>History</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> </ul>
Main Themes	<ul style="list-style-type: none"> <li>Understand chronology</li> <li>To explore The Silk Road and its effect on the ancient world</li> <li>Discover the life story of Muhammad</li> <li>Find out about Ancient Baghdad, its heyday and its fall</li> <li>Work with sources of evidence</li> <li>Explore tessellating patterns</li> <li>Finding out about the legacy of the Early Islamic Civilization</li> </ul>	<ul style="list-style-type: none"> <li>Locate the countries of the Middle East</li> <li>Find out about the climate of the Middle East</li> <li>Learn about the human and physical geography of the Middle East</li> <li>Discover the Middle East's industry and how they trade with the world</li> <li>Learn to compare the Middle East with the UK</li> <li>Explore life in a Middle Easter city</li> </ul>	<ul style="list-style-type: none"> <li>Locate the Polar regions</li> <li>Comparing Antarctica and the Arctic</li> <li>Understand biomes</li> <li>Understand the impact of global warming</li> <li>Recognising that living things have changed over time</li> <li>Knowing that plants and animals are suited to their environments in different ways</li> </ul> <p>Learning that adaptation can lead to evolution</p>	<ul style="list-style-type: none"> <li>Learn about a significant event in British history</li> <li>Understand chronology</li> <li>Investigate sources of information</li> <li>Social class and its important on the Titanic</li> <li>Reflection on the disaster and lesson learned</li> </ul>	<ul style="list-style-type: none"> <li>Pivotal moments in British history: Dunkirk, Battle of Britain and Operation Sea Lion</li> </ul>	<ul style="list-style-type: none"> <li>Comparing London to York.</li> <li>Similarities and differences</li> <li>Undertake surveys</li> </ul>

YEAR 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>The Golden Age of Islam</p> 	<p>Magical Middle East</p> 	<p>Amazing Adaptions</p> 	<p>Unsinkable</p> 	<p>Their Finest Hour</p> 	<p>What's the difference?</p> 
Science	<ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</li> <li>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</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects, then our eyes</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them</li> </ul>	<ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit</li> <li>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 switches</li> <li>Use recognised symbols when representing a simple circuit diagram</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago <ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identify and name the main parts of the circulatory system.</li> <li>Describe the function of the heart blood vessels and blood. Transport of O<sub>2</sub>, CO<sub>2</sub> and nutrients.</li> <li>Impact of diet, exercise drugs and lifestyle on the way the body functions. Links to PSHE.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Give reasons for classifying plants and animals based on specific characteristics</li> </ul>
ICT	<p>Networks/Text Adventurers/Blogging</p> <ul style="list-style-type: none"> <li>I can explain how to keep myself safe and stay vigilant when sharing online.</li> <li>I can explain what a computer network is.</li> <li>I can explain the difference between LAN and WAN.</li> <li>I can apply my learning in previous years to work with more independence and understanding.</li> <li>I can create a blog.</li> </ul> <p>I can demonstrate how to block responsibly and respectfully.</p>		<p>Computer Design and Development</p> <ul style="list-style-type: none"> <li>I can talk about modern technologies and where technology might move next.</li> <li>I can create my own ideas of new technologies.</li> <li>I can form opinions on the emergence and development of new technologies.</li> <li>I can evaluate my own and other's work.</li> <li>I can use a variety of medias to advertise my product.</li> </ul> <p>I can explain how these skills could be used in business/industry.</p>		<p>Spreadsheets Using Excels/Coding</p> <ul style="list-style-type: none"> <li>I can explain and demonstrate how to be a responsible digital citizen</li> <li>I can apply my knowledge to solving problems involving spreadsheets independently.</li> <li>I can identify several different coding languages and talk about their uses.</li> </ul>	
Geography		<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics,</li> </ul>	<ul style="list-style-type: none"> <li>Human and Physical</li> <li>Locate the Polar regions on various maps.</li> <li>Compare the two regions and talk about their physical characteristics.</li> <li>Describe and understand key aspects of the Polar and Tundra biomes.</li> </ul>			<p>Map and Fieldwork</p> <ul style="list-style-type: none"> <li>Draw conclusions about locations</li> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Identify and describe how the physical features affect the</li> </ul>

		<p>countries, and major cities</p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Place knowledge</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<ul style="list-style-type: none"> <li>Explain how the climate of the Polar regions is changing over time.</li> <li>Compare and contrast the Arctic and Antarctica.</li> <li>Describe and understand the biomes of the Polar Regions.</li> <li>Explain the effect of Global warming on our Polar Regions.</li> </ul>			<p>human activity within a location.</p> <ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> </ul>
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<p>History</p>	<p><b>To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> </ul> <p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> </ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:</li> <li>• Dates ; time period; era; chronology; change; century; decade; legacy; continuity</li> </ul>			<p><b>To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence giving reasons for choices.</li> <li>• Show an awareness of the concept of propoganda and how historians must understand the social context of evidence study.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li> </ul> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes of a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change</li> </ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:</li> </ul>	<p><b>To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence giving reasons for choices.</li> <li>• Show an awareness of the concept of propoganda and how historians must understand the social context of evidence study.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past</li> </ul> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes of a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change</li> </ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:</li> <li>• Dates ; time period; era; chronology; change;</li> </ul>	
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Art	Making My Voice Heard <ul style="list-style-type: none"> <li>Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.</li> <li>Express and articulate a personal message through sculpture.</li> <li>Deepen knowledge and understanding of using line when drawing portraits.</li> <li>Develop greater skill and control. Study and apply the techniques of other artists. Express ideas about art through messages, graphics, text and images. Give reasoned evaluations of their own and others work which takes account of context and intention.</li> </ul>		Still Life <ul style="list-style-type: none"> <li>Express and articulate a personal message through sculpture.</li> <li>Analyse and study artists' use of form.</li> <li>Understand how artists manipulate materials to create texture.</li> <li>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</li> <li>Manipulate tone for halo and chiaroscuro techniques.</li> </ul>		Art and Design <ul style="list-style-type: none"> <li>Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.</li> <li>Make repeat patterns using printing techniques, create digital art and 3D sculptural forms.</li> <li>Mix and apply colours to represent still life objects from observation.</li> <li>Express feelings and emotions through colour.</li> <li>Study colours used by Impressionist painters.</li> <li>Create sophisticated artwork using their knowledge of pattern.</li> <li>Create abstract compositions using knowledge of other artists' work.</li> </ul>	
Design Technology		<ul style="list-style-type: none"> <li>Understanding switches</li> </ul> Designing, making and evaluating a product		<ul style="list-style-type: none"> <li>Understanding pulleys and gears</li> </ul> Designing, making and evaluating a product		
RE	Rites of Passage <ul style="list-style-type: none"> <li>What is meant by 'rites of passage'?</li> <li>How do different faiths celebrate the birth of a baby?</li> <li>How do different faiths celebrate becoming an adult?</li> <li>How do different faiths celebrate marriage?</li> <li>How do different faiths mark death?</li> </ul> How do faiths mark their key rites of passage?		Christmas <ul style="list-style-type: none"> <li>What are the two biblical versions of the Nativity and how do they differ?</li> <li>What is the significance of the two contrasting accounts of the Nativity?</li> <li>Can the two gospel stories about the birth of Jesus be found in the way we celebrate Christmas today?</li> </ul> What do the Gospels tell us about the Nativity?		Easter <ul style="list-style-type: none"> <li>Jesus' death</li> <li>Overcoming obstacles</li> <li>Resurrection of Jesus Christ</li> </ul> Luke 23	Expressions of Faith <ul style="list-style-type: none"> <li>What is religious art?</li> <li>How do Christians express their faith through art?</li> <li>How do Muslims express their faith through art?</li> <li>How have Buddhists/Hindus/ Sikhs expressed their faith through art?</li> </ul>

PSHE	<p>Weighing Up Risk</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines, and other legal and illegal drugs</li> <li>about assessing the level of risk in different situations involving drug use</li> <li>about ways to manage risk in situations involving drug use</li> </ul>	<p>Keeping Safe – Out and About</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>about feelings of being out and about in the local area with increasing independence</li> <li>about recognising and responding to peer pressure</li> <li>about the consequences of anti-social behaviour (including gangs and gang related behaviour)</li> </ul>	<p>Identity, Society and Equality: Human Rights</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>about people who have moved to Islington from other places, (including the experience of refugees)</li> <li>about human rights and the UN Convention on the Rights of the Child</li> <li>about homelessness</li> </ul>	<p>Borrowing and earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>about borrowing money</li> <li>about earning money</li> <li>about gender in relation to employment</li> <li>to articulate which career they would like to follow later in life.</li> </ul>	<p>Relationships/Changing Me</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>to use the correct terminology for the areas of the body that they feel are private</li> <li>about how to use the correct terminology to appropriate scenarios</li> </ul> <p>what might change for them in the future and what sort of feelings would be associated with such change.</p>	<p>Healthy Minds:</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> <li>what mental health is</li> <li>about what can affect mental health and some ways of dealing with this</li> <li>about some everyday ways to look after mental health</li> <li>about the stigma and discrimination that can surround mental health</li> </ul>
Music	Happy (Pop/Neo Soul)	Classroom Jazz 2	A New Year Carol	You've Got a Friend	Music and Me	Reflect, Rewind and Replay
<ul style="list-style-type: none"> <li>Describe the style indicators of the song/music.</li> <li>Describe the structure of the song.</li> <li>Identify the instruments/voices they can hear.</li> <li>Talk about the musical dimensions used in the song</li> <li>Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition.</li> <li>Record the performance and discuss their thoughts and feelings towards it afterwards.</li> <li>Was it carefully planned to suit the audience?</li> <li>Did you communicate ideas, thoughts and feelings about the song/music?</li> </ul> <p>Discuss and talk musically about it. What went well? What could have been better?</p>						
PE	<p>Invasion Games</p> <p>Consolidate passing and moving</p> <p>Consolidate defending</p> <p>Create, understand and apply attacking/defending tactics in game situations</p> <p>Consolidate attacking and defending in games</p> <p>Consolidate keeping possession</p> <p>Develop officiating</p>	<p>Dance</p> <ul style="list-style-type: none"> <li>Performing with technical control and rhythm in a group</li> <li>Creating rhythmic patterns using the body</li> <li>Experiencing dance from a different culture</li> <li>Chorographical elements including still imagery</li> </ul>	<p>Gymnastics</p> <ul style="list-style-type: none"> <li>Introduction to matching/ mirroring</li> <li>Application of matching/ mirroring learning onto apparatus</li> </ul> <p>Sequence development</p>	<p>OAA</p> <ul style="list-style-type: none"> <li>Orientate a map and locate points on the map in a set order</li> <li>Consolidate pupils understanding of how to orientate a map, locate points on the map, then travel to them, recording what they find</li> </ul>	<p>Health and Fitness</p> <ul style="list-style-type: none"> <li>Cardio fitness</li> <li>Flexibility Strength</li> </ul>	<p>Striking and Fielding (Cricket)</p> <ul style="list-style-type: none"> <li>Refine batting, understand and develop batting and bowling tactics</li> <li>Refine fielding stooping, catching and throwing</li> <li>Combine bowling and fielding creating and applying tactics</li> <li>Introduce umpiring and scoring</li> </ul>

	<p>Organise formations and manage teams</p> <p>Organise formations decide tactics, manage teams and officiate games</p> <p>Develop defending; block and tackling</p> <p>Recap and refine dribbling and passing to create attacking opportunities</p> <p>Refine attacking skills, passing dribbling and shooting</p> <p>Refine defending skills developing transition from defence to attack</p> <ul style="list-style-type: none"> <li>•</li> </ul>						
Foreign Language	<ul style="list-style-type: none"> <li>• Telling Time</li> <li>• Daily Routines</li> </ul>	<ul style="list-style-type: none"> <li>• Places in the Town</li> </ul>	Food	<ul style="list-style-type: none"> <li>• School Subjects/Times</li> </ul> <p>At the Weekend</p>	<ul style="list-style-type: none"> <li>• Food</li> </ul>	<ul style="list-style-type: none"> <li>• Places in the Town</li> <li>• Time</li> </ul>	