Year 6

	Geography	History	Art	DT	Music	Science
Autumn **Why was the Titanic called 'The Ship of Dreams'?**	**River study** **3a i** Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. **3a ii** Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **4a** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **4b** Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. **4c** Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Titanic** **5** **A local history study.** Examples (Non-Statutory) * A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). * A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	**1a** Create sketch books to record their observations and use them to review and revisit ideas. **1b** Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. **1c** Know of great artists, architects and designers in history.	**1a** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. **1b** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **2a** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. **2b** Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **3a** Investigate and analyse a range of existing products. **3b** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. **3c** Understand how key events and individuals in design and technology have helped shape the	**1a** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. **1b** Improvise and compose music for a range of purposes using the inter-related dimensions of music. **1c** Listen with attention to detail and recall sounds with increasing aural memory. **1d** Use and understand staff and other musical notations. **1e** Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. **1f** Develop an understanding of the history of music.	**6. Electricity** **6a** Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. **6b** 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. **6c** Use recognised symbols when representing a simple circuit in a diagram. **5. Light** **5a** Recognise that light appears to travel in straight lines. **5b** 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. **5c** 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. **5d** Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. **1. Working Scientifically**

				world **4a** Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. **4b** Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. **4c** Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. **4d** Apply their understanding of computing to program, monitor and control their products. **5a** Understand and apply the principles of a healthy and varied diet. **5b** Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. **5c** Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: **1a** planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. **1b** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. **1c** Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. **1d** Using test results to make predictions to set up further comparative and fair tests. **1e** Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. **1f** Identifying scientific evidence that has been used to support or refute ideas or arguments.