

## History

I can place a specific event on a timeline by decade.  
I can say where a period of history fits on a timeline.  
I can recognise and describe differences and similarities, changes and continuity between different periods of history.  
I can recognise that Britain has been invaded by several different groups over time, naming some of the different groups.  
I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.

## Computing

I recognise that different solutions can exist for the same problem.  
I can use selection in programs.  
I can explore 'what if' questions by planning different scenarios for controlled devices.  
I can use logical reasoning to detect errors in algorithms .

## Geography

I can describe how some places are similar and others are different in relation to their physical features  
I can use maps, aerial photos, plans and web resources to describe what a locality might be like.

## Science

### Light

I know how light travels in straight lines..  
I know and demonstrate how we see objects. (giving out or reflecting light in straight lines travelling to our eyes).  
I know why shadows have the same shape as the object that casts them.  
I know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

## MFL

I can identify feminine, masculine and neuter forms and the conjugation of high-frequency verbs.  
I can describe people, places, things and actions orally  
I can describe people, places, things and actions in writing

## DT

I can consider culture and society in my designs.  
I can use computer-aided design to further communicate my ideas.  
I can use tools and materials precisely.  
I can change the way I am working if needed.  
I can assess if my final product is fit for purpose.  
I can ensure that my work is precise and accurate and can be stiffened for more complex structures.

## Curriculum Content - Year 6

### *Skill coverage*



### **Spring 1 Big Question:**

Were the Vikings always vicious and victorious?

## Enrichment Opportunities

Viking Day

Holocaust Memorial Day

Reredos Worship in Church

Safer Internet Day

## Art

I can make a record about the styles and qualities in my work.  
I can say what my work is influenced by.  
My sketch book contains detailed notes, and quotes explaining about items.  
I can explain what my own style is.  
I can use a wide range of techniques in my work including using water to affect the hue and transparency of my work.  
I can explain why I have chosen specific painting techniques.

## PE

Use written descriptions to follow a map  
Create fun and engaging challenges.  
Complete a complex task by refining ideas.  
Know ways they can become healthier.  
Use stretches and balances to improve body control and mental wellbeing.

## PSHE

To recognise the benefits of living in a diverse community and valuing this.  
To know what prejudice means .  
To differentiate between prejudice and discrimination.  
How to recognise acts of discrimination.  
Strategies to safely respond to and challenge discrimination.  
How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups.  
How stereotypes are perpetuated and how to challenge this.  
To know that universal rights are there to protect everyone and have primacy, both over national law and family and community practises.  
To understand the meaning of extremism and give some examples from history.  
To understand the difference between civil/criminal and religious laws .

## RE

Explore the origins of sacred writings and consider their importance for believers.  
Explore a variety of religious texts and teachings.  
Explore symbolism and intended meaning for believers.  
Research key events in the development of a religious tradition and explain the impact on believers today.  
Investigate the importance of ceremonies in which special moments in life cycles are marked.  
Investigate ceremonies associated with joining faith communities and discuss the meaning of commitment.

## Music

I can recognise and identify instrumental families aurally including instruments from different cultures and traditions.  
I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.  
I know how to analyse features within different pieces of music.  
I know how to compare the impact that different composers from different times have had on people of that time.  
I can recognise how music reflects its purpose, place and time including other cultures and traditions.  
I can relate a music piece's cultures and traditions to my own cultures, traditions and experiences.  
I can make constructive and refined comments on others' music using my knowledge of the inter-related dimensions of music.

**Maths - Areas of Learning**

Coordinates, Measures, Statistics, Time  
Ratio, Algebra & Four Operations.

**History**

Explore where the Vikings came from.  
Identify where they invaded, raided and settled.  
Explore how the Vikings travelled, how they lived and their  
Gods and beliefs.

**Computing**

E-Safety  
Algorithms

**Geography**

Viking invasion routes and where they settled.  
Identify where the Vikings originated from.  
Viking trade routes.

**PE**

Indoor: Mindfulness  
Outdoor: OAA

**English - Reading - Texts**

Viking Boy  
Illustrated Norse Myths  
Viking World

**DT**

Construction—Viking Longships

**Curriculum Content - Year 6**

*What does this look like in the classroom?*



**Spring 1 Big Question:**

Were the Vikings always vicious and victorious?

**Enrichment Opportunities**

Viking Day  
Holocaust Memorial Day  
Reredos Worship in Church  
Safer Internet Day

**Music**

Appraisal

**Art**

Artist Focus: Banksy  
Painting focus

**English - Writing Opportunities**

Narratives.  
Diary entries.  
Newspaper reports.  
Non-chronological reports.

**Science**

Light  
Refraction  
Reflection  
Shadows

**PSHE**

Belonging to a community  
Valuing diversity.  
Recognising and responding to discrimination and  
stereotypes.

**MFL**

Unit R: Family: Naming extended family members; saying  
how many siblings they have; talking about the house-  
hold; tasks they do and have done; forming sentences;  
using "on"; vocabulary associated with Birthday parties.

**RE**

Commitment  
Explore religious ceremonies and commitments made  
within different religions.