

Year 6.

	<i>Geography</i> <b>Frozen world.</b>	<i>History</i> <b>Viking invasion of Britain.</b>	<i>Science</i> <b>Evolution.</b>	<i>Science</i> <b>Evolution.</b>	<i>History</i> <b>Crime and punishment.</b>	<i>History</i> <b>Crime and punishment.</b>
<b>History</b>		<p><u>History focus:</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include: Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066.</p>			<p><u>History focus:</u> Learn about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history e.g. Battle of Britain/ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p> <p>There will be an in-depth study of: WWII over two terms. This must include looking at the Battle of Britain and its impact on the war. Using evidence and sources. Or Crime and punishment and how this has altered across the ages – good links to previous learning.</p>	<p><u>History focus:</u> Learn about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history e.g. Battle of Britain/ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p> <p>There will be an in-depth study of: WWII over two terms. This must include looking at the Battle of Britain and its impact on the war. Using evidence and sources. Or Crime and punishment and how this has altered across the ages – good links to previous learning.</p>

<p><b>Geography</b></p>	<p>Geography – Locational Knowledge 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).</p>					
<p><b>Science</b></p>	<p><u>Light &amp; Electricity:</u> <u>Light</u> - Recognise that light appears to travel in straight lines and use this to explain that objects are seen because they give out or reflect light in to eyes and that objects have shadows that are the same shape as the object that cast them. Explain that things are seen because light travels from light source to our eyes or from light source to object and then our eyes. <u>Electricity</u> – Know that the brightness of a lamp/volume of a buzzer varies with the number and voltage of cells used in a circuit.</p>	<p><u>Animals including humans:</u> Identify and name the main parts of the human circulation system and describe the functions of the heart, blood vessels and blood. <u>Science</u> – Children should find out about: (1) the four main parts of the heart and the double loop circulatory system linked to the lungs (2) the types of blood humans have, what blood is made up of (platelets, white &amp; red blood cells) and how much blood is in our bodies (3) what gives us a pulse and what changes its rate.</p>	<p><u>Evolution and Inheritance:</u> 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 which normally vary and are not identical to parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Living things &amp; their Habitats</u> Describe how living things are classified into broad groups according to common characteristics and based on similarities and differences including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><u>SATs</u></p>	<p><u>Animals including humans:</u>  Recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions. Describe the ways in which nutrients and water are transported within animals</p>

	<p><b>Compare and give reasons for variations in how components function -brightness of bulbs, loudness of buzzers, on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</b></p>					
--	--	--	--	--	--	--