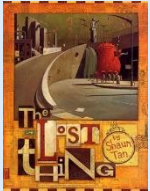
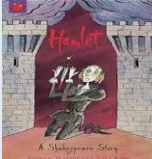
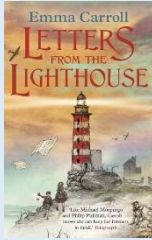
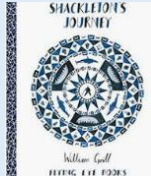
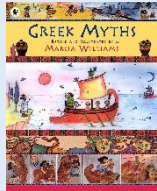
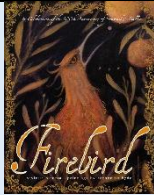


YEAR 6 LONG TERM OVERVIEW PLANNING with:

Key Driver Texts and Parallel texts for English identified and Key Wider Curriculum Subject Drivers



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Perseverance	Collaboration	Curiosity	Creativity	Independence	Reflection
English	Quest Question How can we become more sustainable? Key Drivers Geography: Human Geography: types of settlement and <i>land use</i>, <i>economic activity including trade links</i>, and the <i>distribution of natural resources including energy</i>, food, minerals and water Text Driver A: The Lost Thing by Shaun Tan  Parallel texts: The Last Wild: Books 1-4 by Piers Torday; Where the River Runs Gold by Sita Brahmachari; The Wild Folk by Sylvia V Linsteadt Text Driver B:	Quest Question Where does our light come from? Key Drivers History: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900 Text Driver A: Hamlet by Andrew Matthews  Parallel texts: A Stage Full of Shakespeare Stories by Angela McAllister & Alice Lindstrom; Michael Morpurgo's Tales from Shakespeare by Michael Morpurgo Text Driver B: Firebird by Saviour Pirotta	Quest Question What are we hiding from? Key Drivers History: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW2) Text Driver A: Letters from the Lighthouse by Emma Carroll  Parallel texts: The Valley of Lost Secrets by Lesley Parr; Our Castle by the Sea by Lucy Strange; When the Sky Falls by Phil Earle Text Driver B: Alma (Film Unit)	Quest Question What journeys shall we go on? Key Drivers English: Shackleton's Journey by William Grill Text Driver A: Shackleton's Journey by William Grill  Parallel texts: The Polar Bear Explorers' Club by Alex Bell & Tomislav Tomic; Race to the Frozen North by Catherine Johnson & Katie Hickey; Shackleton 100 Text Driver B: BROKEN: Rock Paper Scissors (Film Unit) 	SATS Revision Quest Question What have we learnt from the Ancient Greeks? Key Drivers History: A study of Greek life and achievements and their influence on the Western world. Text Driver A: Greek Myths by Marcia Williams  Parallel texts: Myths and Legends by Anthony Horowitz; Who Let the Gods Out by Maz Evans; Mythologica; Myths Monsters and Mayhem by James Davies	Quest Question Is Portsmouth a gateway to the world? Key Drivers Geography: Children travelled by train and hovercraft to the Isle of Wight, where they used fieldwork to observe, record and present human and physical features, developing their understanding of how transport networks connect people and places. Text Driver A: TBC

	Pandora Discovered (Film Unit)  Parallel texts: His Dark Materials series by Philip Pullman; The Strangeworlds' Travel Agency by L.D. Lapinski; Into the Sideways World by Ross Welford	 Parallel texts: The Snow Queen by Hans Christian Andersen; Inkheart by Cornelia Funke Text Driver C: The Night Mail by WH Auden – Poetry  Parallel texts: 1936 GPO Film Classic; The Tyger by William Blake; Jabberwocky by Lewis Carroll; The King's Breakfast by A.A. Milne	 Parallel texts: The Spirit Snatcher by Cat Gray; The Beast and the Bethany by Jack Meggitt-Phillips & Isabelle Follath; Seaglass by Eloise Williams	Parallel texts: The Invention of Hugo Cabret by Brian Selznick; The Miraculous Journey of Edward Tulane by Kate DiCamillo; Podkin One-Ear by Kieran Larwood; Skellig by David Almond		
RE	King: Kingdom of God What kind of King was Jesus? LOVE (UC Kingdom of God Unit 2B.8)	Transform: The Messiah Why do Christians believe Jesus is the Messiah? LOVE (UC Incarnation Unit 2B.4)	Creation/Science Are these contradictory or complimentary? COURAGE (UC Creation Fall Unit 2B.2)	Salvation: Resurrection COURAGE (UC Salvation Unit 2B.7/LD)	Ritual: Wudu and Eid Al Fitr COURAGE (Islam at KS2 - RE 040)	The River of Life: Humanism FELLOWSHIP (LD: The Golden Rule)
SAFEGUARDING	Oak Academy computing unit: Communication and the internet Online Safety: How to cite a site and communicate responsibly on the internet. Bikeability: road safety PSHE: My Happy Mind: Meet Your Brain	Oak Academy computing unit: Web page creation Online safety: Use technology safely, respectfully and responsibly. Alternate Years: Residential Trip Assertiveness Training	Online Safety: Rights and responsibilities, privacy and staying safe. DT: Using tools safely; Health and Wellbeing PSHE: My Happy Mind: Appreciate	PSHE/science: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. DT: using tools safely PSHE: My Happy Mind: Relate	PSHE: My Happy Mind: Engage DT: using tools safely Food hygiene: healthy eating and varied food groups School trip safety: DT and Paultons Park (POST SATS)	Food hygiene: healthy eating and varied food groups School trip safety: walking through Portsmouth to cathedral Leavers' Service and trip to the IoW PSHE: My Happy Mind: Be Your Best

		PSHE: My Happy Mind: Celebrate				Transition: Dealing with change Gardening: Using Tools safely
SCIENCE	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram	Light Recognise that light appears to travel in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	Evolution and inheritance 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, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Animals including humans Identify and name the main parts of the human. Circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.		Living things and their habitats 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. Give reasons for classifying plants and animals based on specific characteristics.
	Working Scientifically throughout each unit					
HISTORY		Early Islamic Civilisation A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900	WW2: The Battle of Britain A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (a significant turning point in British history, for example, the first railways or the Battle of Britain)		Ancient Greece A study of Greek life and achievements and their influence on the Western world	
GEOGRAPHY	Human Geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources, including energy.			Biomes Locational Knowledge: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the		Locational knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key

	Place Knowledge: 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 in North or South America Skills and Field Work: use the 8 points of a compass, 4- and 6-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. Geographical skills and fieldwork: 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.			Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Physical Geography: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Geographical Skills and Fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Place knowledge: 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
ART	Artist Study: Magritte Great artists, architects and designers in history. To create sketchbooks to record their observations and use them to review and revisit ideas.	Painting: Islamic Art (printing) To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.			Sculpture: Greek Monster Relief Tile To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	
DT			Anderson Shelters Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting,	Micro:bits Navigational Tool Investigate and analyse a range of existing products.		Food and Nutrition TBC Understand and apply the principles of a healthy and varied diet

			shaping, joining and finishing], accurately.	Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products.		Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
PSHE My Happy Mind	Meet Your Brain My Happy Mind: Places Shared Responsibilities: Protecting Our Communities Friendships and Showing Respect Celebrate		Appreciate My Happy Body: First Aid and Safe Choices Online Safety Relate Safe Relationships including SRE		Engage Be Your Best Transition to Secondary School	
MFL: FRENCH	À l'école (At School) Pupils will learn nouns and definite articles for 10 school subjects, conjugate "to study," and explore time and opinions. By the end, they can discuss subjects they like or dislike, justify their opinions, and say when they study each subject, enabling more personalised responses.		Le week-end (The Weekend) Pupils will learn 10 phrases for weekend activities, extend their skills in telling the time and giving opinions/justifications, and be able to discuss their weekend plans in more detailed, personalised ways.		Moi dans le monde (Me in the World) Pupils will explore countries where the target language is spoken, learning about their currencies, flags, traditions, and celebrations. This unit also revises and applies language from previous lessons.	
MUSIC	BBC Ten Pieces: Hans Zimmer – Earth Pupils will learn how Hans Zimmer uses orchestral sounds, repeating patterns, dynamics, and texture to create a musical picture of Earth. They will then use these techniques in their own compositions, developing their listening, performing, and creative skills.	BBC Ten Pieces: Igor Stravinsky - The Firebird – suite (1911) (Finale) Pupils will learn how Stravinsky uses orchestral music to create emotion and tell a story. Through <i>The Firebird</i> Finale, they will explore how repetition, orchestration, fanfares, and crescendo build to a powerful and triumphant ending, before applying these techniques in their own compositions.	Songs of WW2 (Kapow) Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	BBC Ten Pieces: Storm Interlude by Benjamin Britten Pupils will understand how music can be used to create atmosphere, imagery, and storytelling. By exploring Storm Interlude, children discover how Britten uses the orchestra to depict the sea's power and unpredictability, while developing their own skills as listeners, performers, composers, and creative thinkers.	BBC Ten Pieces: Mars by Gustav Holst Through exploring Mars, the Bringer of War, pupils learn how composers use rhythm, texture, dynamics, and instrumental colour to create a vivid musical picture, and they apply these techniques in their own creative work.	Year 6 Production Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory.

			Develop an understanding of the history of music.			
COMPUTING Oak Academy	Communicating and the Internet Pupils explore how data travels across the internet, including addresses and data packets. They learn how the internet supports communication and collaboration, and how to communicate responsibly online.	Web Page Creation Pupils learn to create websites for a chosen purpose, designing and evaluating pages with clear navigation, effective layouts, and appropriate use of media.	Using Variables in Programming to Develop a Game Pupils explore variables in programming by creating games, learning how to set and change values, and using variables to simulate a scoreboard.	Sensing Movement with Physical Computing (linked to DT) Pupils apply sequence, repetition, selection, and variables to create increasingly complex programs using a micro:bit.	Introduction to Spreadsheets (Paulton's Park) Pupils learn to use spreadsheets to organise data, create datasets, use formulas for calculations, and present data using graphs.	3D Modelling Pupils learn how to create and manipulate 3D models by moving, resizing, duplicating, and combining objects to design a desk tidy.
PE/GAMES	Dance: Urban Freestyle OAA: Leadership	Dance: Urban Freestyle OAA: Leadership	Gymnastics Games: Invasion Games - Hockey	Gymnastics Games: Invasion Games – Tag Rugby	Athletics Games: Fitness	Games: Badminton Games: Rounders
ST ALBAN'S PROMISES, CURRICULUM EXPERIENCES	Field Work: In grounds Bikeability	History Driver: Altru Workshop	Visit 19 four Teas Anderson shelter in Havant	St. Alban's Church visit – Stations of the Cross	Paulton's Park post-SATs reward trip, including STEM workshops on programming rides.	Leavers Service Trip to the IoW using the train and hovercraft.