







Year 6 2025-2026	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>Local History – Exeter</p>  <p>Exeter became well known as an important city for trade, religion, and leadership because of its strong position on the River Exe. Exeter began in Roman times, nearly 2,000 years ago, when the Romans built a fort there. Over time, it grew into a busy medieval city with a famous cathedral. Its history shows how Exeter developed as a centre for learning, trade, and local government, shaped by its location and long past.</p>	<p>Informal Settlements</p>  <p>While the number of people living in the five biggest slums in the world amounts to 5.7 million, this is only just a drop in the ocean. Today, it is estimated that about 900 million people live in slums. But most experts agree that if you include different types of informal settlements, the number goes up to 1.6 billion – which represents 1/4 of the world's urban population. By 2030, it's estimated that 1 in 4 people on the planet will live in a slum or other informal settlement.</p>	<p>Industrial Revolution</p>  <p>The Industrial Revolution brought the United Kingdom into an era of technology and productivity. It created wealth for many but social problems and poverty for others. Before the Revolution, most people lived in small villages and worked on farms or made crafts or clothes in their homes. During the Revolution, people moved away from their villages to work in mines or factories in the cities.</p>	<p>Energy and Sustainability</p>  <p>An increased demand for resources such as energy, food and fuel means that developing sustainable resources is critical to protect the environment for future generations. A resource is anything that is useful to people. Natural resources can be divided into renewable and non-renewable resources. A renewable resource can be used again and again, so is more sustainable, e.g. water, wind, wood, sun and wave energy. A non-renewable resource will eventually run out, so it is not sustainable in the long run, e.g. fossil fuels such as gas, oil and coal. There is only a finite supply of non-renewable resources.</p>	<p>Twentieth Century Conflict</p>  <p>The 20th century was the most fatal in recorded history. The total number of deaths caused by or associated with its wars has been estimated at 187 million, the equivalent of more than 10% of the world's population in 1913. Military conflict took place during every year of the 20th Century and there were only short periods of time that the world was free of war.</p>	<p>Population</p>  <p>The human population is not spread evenly across the globe. Few people live in locations that are sparsely populated and densely populated places have many. As of February 2019, the total population of the world exceeds 7.71 billion people, and this number is continuing to grow each day. However, in some areas, growth is slowing or even declining.</p>

<p>English Writing</p>	<p>Fiction</p> <p>Varjak Paw by Dave McKean</p> <p>Outcome: narrative</p> <p>Fiction</p> <p>Macbeth by William Shakespear</p> <p>Outcome: instructions & informal letter</p>	<p>Non-Fiction</p> <p>Little People Big Dreams by Isabel Sanchez Vegara</p> <p>Outcome: biography & interview</p> <p>Non-Fiction</p> <p>Shackleton's Journey by William Grill</p> <p>Outcome: Formal Letter</p>	<p>Non-Fiction</p> <p>Animalium by Jenny Broom</p> <p>Outcome: report</p> <p>Fiction</p> <p>Uncle Montague's Tales of Terror by Chris Priestley</p> <p>Outcome: narrative</p> <p>Fiction</p> <p>Alma (animation)</p> <p>Outcome: narrative</p>	<p>Fiction</p> <p>The Giant's Necklace</p> <p>Outcome: narrative</p> <p>Fiction</p> <p>Floodland by Marcus Sedwick</p> <p>Outcome: informal letter & narrative</p>	<p>Fiction</p> <p>Holes by Louis Sachar</p> <p>Outcome: TBC</p> <p>Poetry</p> <p>The Lost Words</p> <p>Outcome: poem</p>	<p>Fiction</p> <p>Pig Heart Boy by Malorie Blackman</p> <p>Outcome: explanation text & balanced argument</p>
<p>Maths</p>	<p>Power Maths</p> <p>Place Value</p> <p>Addition, subtraction, multiplication and division</p>	<p>Power Maths</p> <p>Fractions A</p> <p>Fractions B</p>	<p>Power Maths</p> <p>Fractions, Decimals and Percentages</p> <p>Ratio</p>	<p>Power Maths</p> <p>Algebra</p> <p>Area, perimeter and volume</p> <p>Statistics</p>	<p>Power Maths</p> <p>Shape</p>	<p>Power Maths</p> <p>Problem Solving</p>
<p>Science</p>	<p>Chemistry 'Separating Mixtures'</p> <p>Compare and group together everyday materials.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p>	<p>Chemistry 'Physical and Chemical Changes'</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe how some materials change state when they are heated or cooled, and measure</p>	<p>Physics 'Magnetism'</p> <p>Compare how things move on different surfaces.</p> <p>See that some forces need contact between two objects but magnetic forces can act at a distance.</p>	<p>Physics 'Space'</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as</p>	<p>Biology 'Humans and Animals Over Time'</p> <p>Describe the changes as humans develop, up to old age.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>	<p>Biology 'Reproductive Cycles'</p> <p>Describe the changes as humans develop, up to old age.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>

	<p>Recognise that some materials will dissolve in liquid to form a solution.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials.</p> <p>Plan different types of scientific enquiries.</p> <p>Take measurements, using a range of scientific equipment.</p> <p>Use test results to make predictions.</p> <p>Report and present findings from enquiries.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>or research the temperature at which this happens in degrees Celsius.</p> <p>Plan comparative or fair tests and then take accurate measurements and make accurate observations.</p> <p>Use relevant scientific language to explain ideas.</p> <p>Report and present findings from enquiries.</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>approximately spherical bodies.</p> <p>Explain day and night, and the apparent movement of the sun across the sky, using the idea of the Earth's rotation.</p>	<p>Describe the life processes of reproduction in some plants and animals.</p>	<p>Describe the life processes of reproduction in some plants and animals.</p>
<p>History & Geography</p>	<p>History: Local History – Exeter</p> <p>Use dates to order and place events on a timeline. (Chronological understanding)</p> <p>Compare sources of information available for</p>	<p>Geography: Informal Settlements</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p>	<p>History: Industrial Revolution</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and</p>	<p>Energy and Sustainability</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>History: Twentieth Century Conflict</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and</p>	<p>Population</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>Know location of: capital cities of countries of British</p>

	<p>the study of different times in the past. (Historical enquiry)</p> <p>Make comparisons between aspects of periods of history and the present day. (Historical interpretations)</p> <p>Understand that the type of information available depends on the period of time studied. (Historical interpretations)</p> <p>Evaluate the usefulness of a variety of sources. (Historical interpretations)</p> <p>Present findings and communicate knowledge and understanding in different ways. (Organisation and communication)</p> <p>Provide an account of a historical event based on more than one source. (Organisation and communication)</p> <p>Give some reasons for some important historical events.</p>	<p>(Geographical skills and fieldwork)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p> <p>Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features. (Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)</p> <p>Describe how people have been affected by changes in the environment. (Human and physical geography)</p> <p>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.</p>	<p>significance. (Historical enquiry)</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p>	<p>(Geographical skills and fieldwork)</p> <p>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. (Human and physical geography)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Know and describe where a variety of places are in relation to physical and human features. (Locational knowledge)</p> <p>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. (Geographical skills and fieldwork)</p>	<p>significance. (Historical enquiry)</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)</p> <p>Understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)</p> <p>Make confident use of a variety of sources for independent research. (Historical enquiry)</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. (Understanding of events, people and changes)</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p>	<p>Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent. (Locational knowledge)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>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. (Human and physical geography)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)</p>
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	<p>(Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p>	<p>(Human and physical geography)</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc. (Geographical skills and fieldwork)</p> <p>Know about the wider context of places e.g. county, region and country. (Locational knowledge)</p> <p>Recognise the different shapes of countries. (Locational knowledge)</p>	<p>(Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>	<p>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, countries, and major cities. (Locational 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. (Place knowledge)</p>	<p>(Understanding of events, people and changes)</p> <p>Describe a local history study. (Understanding of events, people and changes)</p> <p>Use evidence to support arguments. (Understanding of events, people and changes)</p>	
<p>Computing & Music</p>	<p>Computing: Sharing Information</p> <p>Use the internet to allow the sharing of data with another person (Networks)</p> <p>Understand how to choose online content for my age group (e-Safety)</p>	<p>Music:</p>	<p>Computing: Selection in Physical Computing</p> <p>Select appropriate software to use for a given task (Using Computers)</p> <p>Write increasingly complex programs (Coding)</p> <p>Control external hardware from within programs (Coding)</p>	<p>Music:</p>	<p>Computing: Selection in Quizzes</p> <p>Use the internet to allow the sharing of data with another person. (Networks)</p> <p>Select appropriate software to use for a given task. (Using Computers)</p>	<p>Music:</p>

	<p>Select appropriate software to use for a given task (Using Computers)</p> <p>Use more advanced filtering features when searching online (Net Searching)</p> <p>Use a range of search tools to find exactly what I'm looking for (Net Searching)</p>		<p>Use loops to repeat tasks within a program (Coding)</p> <p>Design, write and test simple programs with opportunities for selection (IF statements) (Coding)</p> <p>Explain how increasingly complex algorithms solve a given problem (Coding)</p>		<p>Confidently use a variety of software tools (Using Computers)</p> <p>Write increasingly complex programs. (Coding)</p> <p>Design, write and test simple programs with opportunities for selection (IF statements) (Coding)</p> <p>Use loops to repeat tasks within a program. (Coding)</p>	
<p>Design Technology & Art</p>	<p>Art: Drawing: I need Space</p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used. (Learning)</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. (Learning)</p> <p>Use line, tone and shading to represent</p>	<p>D&T: Electrical systems: Steady hand game</p> <p>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. (Processes)</p> <p>Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. (Processes)</p>	<p>Art: Painting and mixed media: Portraits</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)</p> <p>Evaluate his/her work against their intended outcome. (Learning)</p> <p>Return to work over longer periods of time and use a wider range of materials. (Techniques)</p>	<p>D&T: Mechanisms: Pop-up book</p> <p>Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product. (Processes)</p> <p>Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques. (Processes)</p>	<p>Art: Craft and Design: Architecture</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. (Learning)</p> <p>Evaluate his/her work against their intended outcome. (Learning)</p> <p>Add collage to a painted, drawn or printed background using a range of media, different</p>	<p>D&T: Cooking and nutrition: Developing a recipe</p> <p>Understand the main food groups and the different nutrients that are important for health. (Cooking and Nutrition)</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat. (Cooking and Nutrition)</p> <p>Select appropriate ingredients and use a</p>

	<p>things seen, remembered or imagined in three dimensions. (Techniques)</p> <p>Develop skills in using clay including slabs, coils and slips. (Techniques)</p>	<p>Create prototypes to show his/her ideas. (Processes)</p> <p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes)</p> <p>Understand how to use more complex mechanical systems. (Processes)</p> <p>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes)</p> <p>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. (Processes)</p>	<p>Experiment with using layers and overlays to create new colours/textures. (Techniques)</p>	<p>Create prototypes to show his/her ideas. (Processes)</p> <p>Make careful and precise measurements so that joins, holes and openings are in exactly the right place. (Processes)</p> <p>Understand how to use more complex electrical systems. (Processes)</p> <p>Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable. (Processes)</p> <p>Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work. (Processes)</p>	<p>techniques, colours and textures. (Techniques)</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones. (Techniques)</p>	<p>wide range of techniques to combine them. (Cooking and Nutrition)</p>
<p>PSHE and SMSC</p>	<p>Looking After Myself</p> <p>How can we manage stress?</p> <p>Why do we need a good nights sleep?</p> <p>How can you stay physically active?</p>	<p>Digital Resilience</p> <p>How can the media affect your identify and wellbeing?</p> <p>How do you navigate unkindness online?</p>	<p>Health and Substances</p> <p>How do some medicines save your life?</p> <p>What makes some substances risky?</p>		<p>Changes</p> <p>What does becoming independent look like?</p> <p>What do healthy relationships look like?</p>	<p>Moving Up</p> <p>How can change be a positive experience?</p> <p>What tools can be used to cope with worry?</p> <p>How can people manage challenging situations?</p>

	<p>How do you plan a healthy meal?</p> <p>What is a balanced lifestyle?</p>	<p>What are the consequences of cyberbullying?</p> <p>What are the consequences of online bullying?</p> <p>How do you recognise safe content online?</p>	<p>What might influence someone to use an illegal substance?</p> <p>How does the media affect views on substances?</p> <p>How do people raise awareness around effects of substances?</p>		<p>What can I remember about puberty?</p> <p>How are babies made?</p> <p>How can you cope with changes during puberty?</p>	<p>How can people navigate friendships?</p> <p>What strategies can help with resilience?</p>
RE	<p>What does it mean to be a humanist in Britain today?</p> <p>Discover and explain what Humanism is.</p> <p>Use science to support the belief of Humanism.</p> <p>Use knowledge of Humanism to question why someone may choose this belief.</p> <p>Reflect on how Humanism can affect others.</p> <p>Explain and reflect on how Humanist and my own values can affect our world.</p>	<p>Green Religion. What do religious and non-religious worldviews teach about caring for the Earth?</p> <p>Discover what Green Religion is and some of the environmental issues our planet faces.</p> <p>Create a case study of Greta Thunberg.</p> <p>Learn some of the key religious concepts that have implications for our Earth.</p> <p>Learn about some of the work religious projects do and how they can be influenced to be greener.</p> <p>Explain and reflect on what must happen for people and the plan to survive and re-balance</p>	<p>Why do Hindus want to be good?</p> <p>Explain the key concepts of Hinduism.</p> <p>Understand the Hindu belief of reincarnation.</p> <p>Understand the Hindu concept of karma.</p> <p>Consider how Hindu beliefs impact how they live.</p> <p>Research the life of Gandhi.</p>	<p>What can be done to reduce racism? How can religion help?</p> <p>Understand what racism is.</p> <p>Learn in depth and detail about the states of Colston and Wesley in Bristol.</p> <p>Consider how music, prayer and art have been used in struggles against racism.</p> <p>Explore if religion can help to reduce racism and how.</p> <p>Consider the issue of racism and what can be done to help reduce it.</p>	<p>How do Christians decide how to live? 'What would Jesus do?'</p> <p>Explore 'The Wise and Foolish Builders'.</p> <p>Explore 'The Sermon on the Mount'.</p> <p>Explore 'The Centurion's Servant'.</p> <p>Examine how prayer and healing are inspired by Jesus.</p> <p>Examine how friendship and justice are inspired by Jesus.</p> <p>Question whether Jesus' teachings make Christians better people.</p>	<p>Why are beliefs and traditions so important to those who believe it?</p>

		the ways the Earth has been exploited.				
PE	<p>Tag Rugby</p> <p>How can you tag another player?</p> <p>How can you move with a ball in your hands?</p> <p>How can you pass a ball in different directions?</p> <p>How can you attack as a team in tag rugby?</p> <p>How can you work as a team in different match situations?</p>	<p>Dance</p> <p>How can you use stimulus to perform a dance?</p> <p>How can you use space when performing a dance?</p> <p>How can you use relationships when performing a dance?</p> <p>How can you use dynamics when performing a dance?</p> <p>How can you collaborate with a group to make a dance performance?</p> <p>How can you use different elements when performing?</p>	<p>Volleyball</p> <p>How can you use the ready position in a game?</p> <p>How can you volley the ball after a self-feed?</p> <p>How can you set the ball?</p> <p>How can you use a dig in volleyball?</p> <p>How can you serve?</p> <p>How can you play an adapted game of volleyball?</p>	<p>Fitness</p> <p>How can you take your pulse when exercising?</p> <p><i>How can you compare your performances with previous ones and demonstrate improvement to achieve a personal best?</i></p> <p><i>How can you improve your strength?</i></p> <p><i>How can you challenge yourself?</i></p> <p><i>How can you improve your performance?</i></p> <p><i>How can you challenge yourself?</i></p>	<p>Kwik Cricket</p> <p>How can you field a ball?</p> <p>How can you bowl a ball underarm against a batter?</p> <p>How can you bowl a ball overarm against a batter?</p> <p>How can you hit a ball?</p> <p>How can you take part in a batting and fielding game?</p> <p>How can you take part in a game of "Pairs Cricket"?</p>	<p>Athletics</p> <p>How can you run FAST?</p> <p>How can you throw a javelin?</p> <p>How can you perform different jumps?</p> <p>How can you pace yourself at longer distances?</p> <p>How can you throw a shot put?</p> <p><i>How can you perform a baton changeover in a team relay (circular or square relay)</i></p>
Spanish	<p>Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.</p>	<p>Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p> <p>Learn a song or poem using the written text for support.</p>	<p>Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.</p> <p>Adapt sentences to form negative sentences and begin to form questions.</p>	<p>Identify different ways to spell key sounds, and select the correct spelling of a familiar word.</p> <p>Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.</p> <p>Know how to conjugate some high frequency verbs.</p>	<p>Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.</p> <p>Take part in conversations and express simple opinions giving reasons.</p>	<p>Adapt known complex sentences to reflect a variation in meaning.</p> <p>Begin to use intonation to differentiate between sentence types.</p> <p>Create a short piece for presentation to an audience.</p> <p>Use a wide range of adjectives to describe people and things, and</p>

						use different verbs to describe actions.
Curriculum Enrichment Activity	Local History – Exeter	Informal Settlements	Industrial Revolution	Energy and Sustainability	Twentieth Century Conflict	Population
	History: Visit Exeter City Centre		History: Morwellham Quay		SEMH: Elbury Farm Visit	Cultural Capital: Year 6 Residential