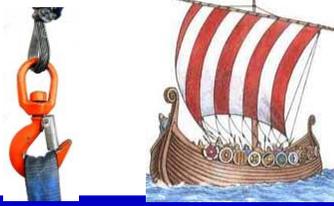


# REDESDALE PRIMARY SCHOOL

## CURRICULUM PLANNING WEB

Y6 AUTUMN



### LEARNING HOOK

Image of Northmen attacking Lindisfarne artefact.

## Vikings and the Struggle for the Kingdom of England.

### SCIENCE

#### Living Things and their Habitats:

- Investigate classification systems;
- Work scientifically by using classification systems and keys to identify some animals and plants in the immediate environment.

#### NC Link

Understand that broad groupings, such as micro-organisms, plants and animals can be subdivided.

#### Evolution and Inheritance:

- Explore how variation in offspring over time can make animals more or less able to survive in particular environments;
- Analyse the advantages and disadvantages of specific adaptations in living things.

### DESIGN TECHNOLOGY

#### Getting Started with KODU

- Design and control virtual environments.
- Create unique worlds with particular attention to detail in the addition of appropriate objects.

#### NC Link

Develop the creative, technical and practical expertise needed to perform tasks confidently and to participate successfully in an increasingly technological world.

### ART

#### Viking Art

- explore and evaluate Norse design, including techniques, materials and themes.

#### Geometric Art inspired by Wassily Kandinsky

- produce creative work, exploring their ideas and recording their experiences

#### NC Link

To improve the mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

### FRENCH

#### Les Vetements

- Explore vocabulary and sentence structures relating to clothes.

#### NC Link

Understand basic grammar appropriate to French.

### RE

#### Buddhism

Research the beliefs, teachings, practices and ways of life central to religion.

NC Link: To begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.

### PE

#### Invasion Games (Tag Rugby)

Develop competence to excel in a broad range of physical activities

Engage in competitive sports and activities

### MUSIC

#### Digital Music Composition – Performance Poetry

#### Nightmare Before Christmas – Danny Elfman composition

#### NC Link

Create and compose music on their own and with others

Use technology appropriately to explore how music is created

### HISTORY

#### Viking and the Struggle for the Kingdom of England.

- Explore the impact of invasion and settlement;
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

#### NC Link

Understand how our knowledge of the past is constructed from a range of sources.

### GEOGRAPHY

#### The Geography of Britain (linked to History topic)

- Investigate, describe and understand key aspects of physical geography (rivers, mountains) and human geography (types of settlement and land use.)

#### NC Link

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

### COMPUTING

#### Getting Started with KODU

#### NC Link

Pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

### PSHE

New Beginnings;

Safety Education: First Aid;

Child Protection: Say no to Bullying;

Anti-Bullying Education

Getting On and Falling Out;

Citizenship.

## SCIENCE

- 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.
- 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.

## HISTORY

- investigate the Viking Age in Britain and explore how we know about it.
- examine Viking raids and their impact.
- recognise the effect of Viking invasions and Danelaw.
- research the resistance by Alfred the Great and Athelstan.
- discover why the Viking Age ended.

## DESIGN TECHNOLOGY

- apply their understanding of computing to program, monitor and control their products.
- design and create virtual environments as part of an interactive game.
- make choices and select program tools to create, evaluate and improve game content.

## GEOGRAPHY

- investigate the political influence of Viking treaties and agreements upon the structure of England .
- make deductions from photographic evidence and maps about physical and human landscape features.
- explore the impact of natural resources and terrain upon settlement and construction (land-use over time; strategic importance.)
- consider economic aspects of human geography (e.g. Viking trade and settlement).

## COMPUTING

Design, write and debug programs that accomplish specific goals.

Use sequence, selection, and repetition; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Use search technologies effectively

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## ART

- practise techniques to create different effects (cherry blossom art, oracle bones.)
- consider aesthetic aspects of colour, tone, shape and line.
- investigate key features of the traditional Norse architecture and design.

## MUSIC

Improvise and compose music for a range of purposes

Listen with attention to detail and recall sounds with increasing aural memory

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

## FRENCH

Recognise and understand names of clothes. Investigate ways to describe the clothes we are wearing.

Demonstrate the use of agreements of adjectives of colour;

Read and write short, authentic descriptions in French to find and give specific information.

## PE

Use running, passing and catching in isolation and in combination.

Play competitive games, applying basic principles suitable for attacking and defending

Compare their performances with previous ones and demonstrate improvement.

## PSHE

Exploration and reflection upon issues through research, discussion and role-play.

Demonstrate empathy and sensitivity for the feelings of others.

Explore through first-hand experiences (visits and visitors to school )