




Yearly Plan 2021 - 2022

Class 9 (Year 6)

	Autumn Term	Spring Term	Summer Term
Term dates			
Key Learning Challenges	Africa & The Kingdom of Benin What images come into our head when we think of Africa?	Africa & The Kingdom of Benin What images come into our head when we think of Africa?	Anglo-Saxons & Vikings Why was Britain invaded?
Core Text	The Akimbo Adventures Alex Macall Smith	Mr Stink David Walliams	The Lady of Shalott Beowulf by Michael Murpurgo
Wow moments (visits/visitors)	Watch a David Attenborough documentary about animals of Africa		Drama Recreate a Viking invasion
Parental engagement	TBC	TBC	TBC
English 	Purpose: To inform To write a report on an animal and how it is suited to its environment	TBC	TBC

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	<p>Purpose: To Discuss</p> <p>To write a balanced argument on the impact of tourism to Africa</p> <p>Purpose: To persuade</p> <p>To write a persuasive letter to the government asking for more aid to be given to African countries</p>					
<p>Maths across the curriculum</p> 	<p>Place value & Statistics</p> <p>population of Britain throughout Viking & Anglo Saxon times</p>	<p>Measurement</p> <p>convert from miles to KM distances across African countries, the continent, and coastline</p>	<p>Fractions and percentages of different groups of people making up Britain</p> <p>Fraction of land carved up into different kingdoms</p>	<p>Geometry & Angles</p> <p>Design Viking art work and patterns for helmet using 2-d shapes</p>	<p>Four operations, word problems involving amounts of coal, mines, workers</p>	<p>Ratio & proportion of different natural resources found under British/Yorkshire soil</p>
<p>Science</p> 	<p><u>Living things and their habitats Y5</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird -describe the life 	<p><u>Earth and Space Y5</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -describe the movement of the Earth, and other planets, relative to the Sun in the solar system -describe the movement of the Moon relative to the Earth 	<p><u>Forces Y5</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 	<p><u>Animals including humans Y5</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -describe the changes as humans develop to old age. 	<p><u>Properties and changes of materials Y5</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -compare and group together everyday materials on the basis of their properties, including their hardness, 	<p><u>Revision of missed units</u></p> <p>During this half-term, cover areas of the curriculum missed due to mixed year groups or school lockdown.</p>


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	<p>process of reproduction in some plants and animals</p>	<p>-describe the Sun, Earth and Moon as approximately spherical bodies -use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>-identify the effects of air resistance, water resistance and friction, that act between moving surfaces -recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		<p>solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>-know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>-use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</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, and that this</p>	
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					kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
<p style="text-align: center;">History (H) and Geography (G)</p> 	<p style="text-align: center;"><u>World History</u></p> <p style="text-align: center;">Kingdom of Benin <i>(an ancient civilization)</i></p> <p>Pupils should be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study</p> <p><u>Locational knowledge</u> -locate the world's countries, using maps to focus Africa, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. -identify the position</p>	<p><u>Human and physical geography</u> describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -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><u>Place knowledge</u> -understand geographical similarities and differences through the study of human and physical geography of a region in Africa</p>	<p style="text-align: center;"><u>British History</u></p> <p style="text-align: center;">Anglo-Saxons and Vikings</p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons <i>This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</i> <i>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</i> <i>Anglo-Saxon art and culture</i> <i>Christian conversion - Canterbury, Iona and Lindisfarne</i> Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <i>This could include: Viking raids and invasion</i> <i>resistance by Alfred the Great and Athelstan, first</i></p>	<p><u>Geography</u></p> <p><u>Locational knowledge</u></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify Viking and Anglo-Saxon place names in England</p>	<p style="text-align: center;"><u>Local History</u></p> <p>Local industry</p> <p>Examine the effects of the coal mining industry had on Mexborough</p> <p>population changes links to change in transport health concerns local economy spin off industries</p>	<p><u>Human and physical geography</u> describe and understand key aspects of: -physical geography, including: rivers and the water cycle -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><u>Geographical skills and fieldwork</u> -use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey</p>

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	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)		<i>king of England further Viking invasions and Danegeld</i> <i>Anglo-Saxon laws and justice</i> <i>Edward the Confessor and his death in 1066</i>			maps) to build their knowledge of the United Kingdom. -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.
Art/DT 	<p style="text-align: center;">Art of Africa/Benin</p> <p>Bronze statues & artefacts, evaluate</p> <p>Design a Benin bronze plaque</p> <p>Using clay design and construct a tradition African rondavel</p>	<p style="text-align: center;">Art of Africa/Benin</p> <p>To research a famous African artist and recreate his/her work</p> <p>Explore ranges of colour and pattern, practise techniques in sketch books before using them in own work</p> <p>Sketching African animals using sketching pencils</p>	<ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination • Use recycled, natural and manmade materials to create sculptures • Plan a sculpture through drawing and other preparatory work • Develop skills in using clay inc. slabs, coils, slips etc. • Produce intricate patterns and textures in a malleable media 	<ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background. • Use a range of media to create collages • Use different techniques, colours and textures etc. when designing and making pieces of work 	<ul style="list-style-type: none"> • Develop a painting from a drawing. • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry and music • Mix and match colour to create atmosphere and light effects • Be able to identify primary, secondary, complementary and contrasting colours. • Work with complementary colours 	<ul style="list-style-type: none"> • Create printing blocks by simplifying an initial sketch book idea. • Use relief or impressed method • Create prints with 3 overlays <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>


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Music 	To learn to play the ukulele Appreciate the playing of others		To learn to play the recorder Appreciate the playing of others		To learn to play the recorder Appreciate the playing of others	
P.E. 	Invasion games Hockey Skill development Small sided games	Gymnastics Small apparatus Balancing, rolling, travelling	Dancing Active Fusion Invasion games Basketball Skill development Small sided games	Gymnastics Large apparatus	Invasion games Cricket Skill development Small sided games	Outdoor and adventurous sport Rounders Athletics
R.E. 	What is the best way for a Muslim to show commitment to God? To learn to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way	Christmas How significant is it that Mary was Jesus' mother?	Belief and meaning Is anything ever eternal?	Easter Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead good lives?	Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead good lives?
Computing 	We are app planners Can I develop an awareness of the capabilities of smartphones and tablets?	We are project managers Can I identify component tasks of a project and develop a timeline to track progress?	Inside Your Insides Can I deconstruct a problem into smaller steps, recognising similarities to solutions I have used before?	Inside Your Insides Can I design and write programs to achieve a specific goal, explaining and programming each of the steps in my	Understanding and Challenges Can I design an efficient program through the use of repeat procedures?	Understanding and Challenges Can I use different inputs to control an onscreen action and predict what will happen?

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				algorithm?		
PSHCE 	Jigsaw Being me in my world	Jigsaw Celebrating difference	Jigsaw Dreams and goals	Jigsaw Healthy me	Jigsaw Relationships	Jigsaw Changing me
MFL					French This will be taught in a block of learning after SATs covering the following areas: Numbers 1-100 Weather Days and months Classroom objects Items found in a house Animals Family members Food and drink Body and clothing	French This will be taught in a block of learning after SATs covering the following areas: Numbers 1-100 Weather Days and months Classroom objects Items found in a house Animals Family members Food and drink Body and clothing