|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 6** | **Key Texts – link to English** | **History** | **Geography** | **Art** | **Design Technology** | **Experience and Golden Question** |
| **Autumn 1**  **How would you survive on a desert island?** | Survival Handbook  Horrible Science: Wild Islands  Survival Handbook: Jungle – Could you get out alive?  Holes  Kensuke’s Kingdom  Volcanoes & Hurricanes  Surviving Earthquakes |  | **Geographical skills**: use the 8 points of a compass, 4/6 figure grid references, symbols and keys (including the use of Ordinance Survey maps) to build their knowledge of the United Kingdom and the wider world  Identify the position and significance of latitude, longitude, N/S Hemispheres and Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones.  **Volcanoes**  Describe and understand key aspects of volcanoes.  Describe and understand the key aspects of climate zones and biomes around the world. | **3D/Collage:** improving the mastery of art and design techniques in sculpture using a range of materials found in the natural environment.  Focus on Andy Goldsworthy |  | **How would you survive emotionally on a desert island?** |
| **Autumn 2**  **How would you feel during the Blitz?** | Blitz  Time train to the Blitz  Life in World War II  The Daily Life of a World War II Evacuee  My Secret War Diary  Adolphus Tips  My Secret War Diary  Adolphus Tips | **UK History: World War II**  The impact of WWII on British Life then and now.  **World History: Holocaust**  WWII for different people |  |  | **Nutrition: Rationing**  Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Design and make recipes to be entered into the WWII budget bake off.  Comparing the effectiveness of products with those of Marguerite Pattern. | **Should we throw away food?** |
| **Spring 1**  **Why did Anne Frank hide?** | Once  The Diary of Anne Frank | **Nationalism and Extremism.**  A study over time tracing how several aspects of national history are reflected in the locality from WWII onwards to present day. |  |  | **Electrical systems in a structure:**  Understand and use electrical systems in an air raid siren or a warning device for the Frank family. This will incorporate series circuits, switches, buzzers and motors.  Generate and develop a model and communicate their ideas through prototypes and pattern pieces. | **Did WWII change the way we think about our identity?** |
| **Spring 2**  **How is Clayton connected with the global community?** | Living with Climate change  Climate change  Under the Weather |  | **Explain how the Earth’s features at different scales are shaped, interconnected and change over time.**  Physical: volcanoes and earthquakes  Global warming causing erosion, pollution, deforestation, flooding and landslides, rising temps of the oceans, polar icecaps, the effect of single-use plastics on the oceans. | **Drawing**  Animal skins/fur abstract tessellation  (Escher)  Children to use drawing to develop and share their ideas, experiences and imagination. |  | **Does it matter to the world if we drop litter in Clayton?** |
| **Summer 1**  **Who do you look like?** | Who are Refugees and Migrants ?  The Arrival  William Wordsworth –Daffodils  Children’s Anthologies  Nature Poetry – National Geographic (J P Lewis)  Poems about the Natural World (E T Voboril) | **British History; a study that extends pupil’s chronological knowledge beyond 1066.**  **Modern Immigration to the UK:** Irish potato famine, British Empire, Windrush generation, ‘10-pound’ poms, refugees, asylum seekers and economic migrants. |  | **Printing and Painting**  To develop a wide range of art and design techniques using colour, shape, and space, to paint an image of their role model in the style of Stanley Chow.  **http://www.stanleychow.co.uk** |  | **What physical characteristics have you inherited from your parents?** |
| **Summer 2**  **How is our world changing?** | Song of the Dolphin Boy  Charles Darwin biography  Amazing Animal Communicators (L Gray)  Endangered Animals (C Hibbert)  Sharks: Usborne (J Shiekh-Miller)  Gorilla: Animals on the Edge (A Claybourne) |  | **Explore the interaction between physical and human processes and explain the impact on local and global communities, including marine habitats.**  Human impact of plastics on the oceans. |  | **Textiles:**  Select from a wide range of tools and equipment to preform practical tasks for pinning, stitching, joining and sewing to create a costume or headpiece.  Design a range of different designs and choose the most appropriate one.  Reference the west-end costume designer Gabriella Slade (gabriellaslade.co.uk) | **How can we ensure the future of a healthy planet earth?** |