



St Mary's Bentworth CE Primary School  
Long Term Planning  
Year 6



Title: *Should secrets from the past be shared with the world?*

**Visits + Visitors:**  
Bible Explorers – Weekly sessions in Spring 1  
Paul Ullson – History morning 20<sup>th</sup> Feb  
Book Week - w/b 26<sup>th</sup> Feb  
Orchestra Unwrapped – 21<sup>st</sup> Mar

**Rationale:**  
From the discussions about topic choices in Year 6, 'chocolate' was a theme that many children suggested! As a school, we are developing our topic work, with a desire to encourage deeper thinking and learning. With this in mind, we are looking at overarching questions as the titles of our topics, which will also incorporate the learning the children have chosen. What if the secret of chocolate had never been shared?! This, along with other historical enquiries linked to secrets of the Maya, Ancient Greece, the Tudor explorers, and slavery, will round out this fascinating topic question.

**Geography/ History:**  
**Learn about the Mayan civilisation. Investigate why chocolate was so significant to the Mayan people. What have we learnt from the Ancient Greeks? Should historical artefacts have been removed from their country of origin? E.g. the Elgin Marbles, the bust of Nefertiti. What may have happened if they had remained?**

- Learn about a non-European society that provides a contrast with British history, e.g. Mayan civilization.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Learn about Ancient Greece via a study of Greek life and achievements and their influence on the western world.

**Learn about the location of the Mayan civilization, and why they lived where they did. Learn about trade links, how did Tudor explorers help to establish trade and economy?**

- Place Knowledge. Understand geographical similarities and differences of a region within North or South America.
- Human and Physical Geography. Describe and understand key aspects of human geography, including types of settlement and land use and economic activity, including trade links.

**Texts/ Visual Literacy:** 'Day of Tears' by Julius Lester

**English:**  
**Complete writing based on the theme 'A Different Perspective' for the Rotary Young Writers Competition. Using the poem 'The Highwayman' to explore narrative poetry and create different texts based on this story, such as diary entries. Writing narratives, which include integrated dialogue that moves the action on. In all writing, use the full range of punctuation from KS2, including semi-colons, colons, dashes, hyphens. Creating non-fiction texts about an artefact from history, revealing its secrets. Consolidating grammar and punctuation from across KS2.**

- Use the semi-colon, colon and dash to mark the boundary between independent clauses.
- Use verb tenses consistently and correctly throughout all writing.
- Use the range of punctuation from KS2 correctly in writing.
- Write effectively for a range of purposes and audiences.
- Show control over the level of formality within a piece of writing.
- Integrate dialogue to convey character and advance the action.
- Use a range of devices to build cohesion within and across paragraphs.
- Continue to develop spelling and handwriting.

**French:**  
**With Mme. Mylward**  
Speaking, listening, reading and writing, using songs, books and films.

**Maths:**  
**Four Operations**

- Interpreting remainders in different ways, according to the context. Solve problems which require answers to be rounded to specified degrees of accuracy.
- Perform mental calculations, including with mixed numbers operations and large numbers.
- Solve problems involving addition, subtraction, multiplication and division.
- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

**Fractions, Decimals, Percentages**

- Associate a fraction with division and calculate decimal fraction equivalents for a simple fraction.
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- Identify the value of each digit in numbers given to 3dp and multiply numbers by 10, 100, and 1,000 giving answers up to 3dp.
- Multiply one-digit numbers with up to 2dp by whole numbers.
- Use written division methods in cases where the answer has up to 2dp.
- Solve problems involving the calculation of percentages and the use of percentages for comparison

**Geometry – Position and Direction**

- Describe positions on the full co-ordinate grid (all four quadrants).
- Draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes.

**Geometry – Properties of Shape**

- Draw 2D shapes using given dimensions and angles.
- Recognise, describe and build simple 3D shapes, including making nets.
- Compare and classify geometric shapes based on their properties and sizes, and find unknown angles in any triangles, quadrilaterals and regular polygons.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Illustrate and name parts of circles, including radius, diameter and circumference and know the diameter is twice the radius.

**Algebra**

- Use simple formulae.
- Generate and describe linear number sequences.
- Express missing number problems algebraically.
- Find pairs of numbers that satisfy an equation with two unknowns.
- Enumerate possibilities of combinations of two variables.

**Measurement**

- Recognise that shapes with the same areas can have different perimeters and vice versa.
- Recognise when it is possible to use formulae for area and volume of shapes.
- Calculate the area of triangles and parallelograms.
- Calculate, estimate and compare the volume of cubes and cuboids using standard units.
- Convert between miles and kilometres.

**Art:**  
**Learn about what still life is and the skills needed to create our own. Investigate the drawings of Frederick Catherwood, and link this to how secrets of the past were revealed.**

- Use sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Describe the work and ideas of various artists, referring to historical and cultural contexts.

**Computing:**  
**Computer Science**

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; 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.

**PSHE/ Resilience:**  
**Going for Goals**  
**Making Mistakes**

**R.E: Power**  
**Salvation**

**Music:**  
**Chopin – Raindrop Prelude (Texture)**

- Develop a deeper understanding of the history and context of music.
- Appreciate and understand a wide range of music from great composers.
- Listen with attention to detail.

**Science:**  
**Electricity**

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells in a 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.

**P.E:**  
**Dance and gymnastics**

- Develop flexibility, strength, control and balance.
- Perform dances using a range of movements.

**Invasion Games**

- Use running, throwing and catching in isolation and in combination.
- Play competitive games, and apply basic principles suitable for attacking and defending.