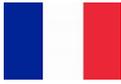


Yearly overviews [NC hyperlink](#)

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	World War 2 Was WW2 justified? Need to know: -the invasion of Poland set Britain on course for war -Chamberlain's reticence to join the war- Churchill's enthusiasm -The main axis/allies countries in the war -how colonial superpowers used their subjects (Indian/Pakistani/Australian etc across Asia- focus on Singapore) -persecution of Jews led to global outcry -pivotal battles/turning points – D Day, Battle of Britain, The Blitz, Dunkirk – timeline of the war -evacuation of children – linked to immigration	Blue Planet Are our waters an infinite resource? Need to know: -the oceans of the world, including the main gyres and 'garbage patches' -what is being done to curb global plastic pollution -Marianna Trench, underwater volcanoes and the creation of new land -the effect on wildlife of the oceans by pollution-coral, fish and cetaceans -how recycling is used and businesses are moving to curb plastic waste	Pop How did life in post war Britain influence Art and culture? Need to know: -the blitz left many areas of east London in rubble- birth of the new town-Brutalist architecture -birth of the NHS by Clement Attlee -Windrush immigration and how it changed British culture -immigration and the rise in tensions, Brixton Riots -pop music and fashion changed from traditional to garish, bold and new, influenced by positivity post-war	Working Water What do changes on our waterways say about life in London today? Need to know: -the Romans built Londinium on the site of it for trade -London bridge was a crossing point for the Romans and was the first bridge across the river -1858 Bazalquette's sewage system developed in response to the stench -John Snow's findings in 1854 after cholera epidemic -1814 the last 'frost fair' held on the frozen Thames. Why? -history of canals, mitre locks etc. -how canals were key in the industrial revolution -Paddington Basin case study	Democracy and philosophy How much did ancient Greece influence the world we live in today? Need to know: -how modern democracy compares to the establishment of democracy in ancient Greece -In ancient Athens, citizens would gather on a dusty hill called the Pnyx. Here they would decide the city's laws. This was 'democracy' or 'rule by the people'. -government worked by writing names on an ostrakon. This determined the punishment and guilt of a person -compare democracy then in Greece to now in the UK -Socrates and Plato's theories on what is a good life? Compare to Zeno and Epicurus	Whole School Topic
Science	Electrical Circuits	Animals including Humans	Light	Living things and habitats	Evolution and Inheritance	Sc1 investigations
DT/Art	Structures Design an Anderson shelter	Designing a waistcoat	Electrical Systems	Painting Monet's paintings of Westminster	Sculpture & paint Greek vases	Drawing Shade, light, tone, midtones and perspective
Music	Songwriter-develop children's ability to compose a song for younger children		Keyboards-develop children's ability to play known songs on keyboard with correct fingering and to develop children's ability to recognize the association of Western Classical Music with historic periods		Improvised compositions-develop children's ability to compose and improvise as part of a classical piece	
RE	Power	Interpretation	Good and Evil	Resurrection	Humanism	Belonging
French 	Revision of days of the week/hobbies (Year 4) Li: To understand new words that are introduced into familiar language We will know: (Revisit Days of week: Lundi/Mardi/Mercredi/Jeu/Vendredi /Samedi/Dimanche) -J'aime/I like/encore/again Dance/to dance Regarder la television/to watch tv/nager/to swim/lire/to read/jouer au football/to play football/aller au parc/to go to the park	Christmas Theme- Recite a Christmas poem Li: To use a dictionary to find the meaning of unfamiliar words We will know: (Revisit- Dans la/In the Adjectives grand/large/petit/small and numbers from Year 4 -il neige/it is snowing -nouns foret/forest/sapin/tree	Christmas Theme- Perform a Christmas Play Li: To understand the main points in a story We will know: -je brille / I'm sparkling -une bougie / a candle -Moi aussi! / Me too! Pas/not /pour/for -comme/as Je voudrais/I would like	Christmas Theme- Perform a Christmas Play Li: To understand the main points in a story We will know: - Jolie- pretty passe-passed viens- come cadeau- present -how to read a short play with correct pronunciation	Revision of hobbies from Y4 and Keeping Fit Li: To ask and answer a familiar question We will know: (Revise hobbies from Y4 Jouer au football/play football/danser/dance Lire/read/Parle Francais/speak French -Je vais- I am going -Qu'est-ce que- tu va faire?/What are you going to do?	Keeping Fit Li: To use familiar phrases to write a complex sentence Verb is/est Que/than Revision lesson/Perform Christmas Story?
PE	Tag rugby and dance		Gymnastics and badminton		Athletics and rounders	
Computing	Online safety, coding and spreadsheets		Blogging, text adventures, networks		Quizzing, understanding binary and Excel	