

# Curriculum Sequence Autumn 2 - Year 6

## ‘The Anglo Saxons’



### History

#### Vikings

### Music

#### Digital music composition

### Geography

#### Comparing people and places

### PSHE

Relationships with my family and how to deal with conflict appropriately. Safe touch and keeping secrets.

### INTENT

Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Studying the Viking invasion of Britain to decide if they should be best known as ‘Vicious Vikings’.

### INTENT

Respond to and create digital music. Children will sing and play musically with increasing confidence and control. Develop an understanding of musical composition, organising and manipulating ideas within musical structures.

### INTENT

Extend knowledge and understanding beyond the local area to include the UK and Europe, North and South America. Study the location and characteristics of a range of the world’s most significant human and physical features.



### Being Me In My World:

In this Puzzle the class work together to make a class charter. They consider why rules are needed and how they relate to rights and responsibilities. Children learn how to set personal goals and identify positive things about themselves and their achievements.

### Outcome/composite

Display in the classroom of goals for the future



### Celebrating Difference

In this Puzzle the class will learn about and celebrate different families. We will discuss conflict and differences and how this sometimes happens in families. We will learn about bullying and know what it means to be a witness to bullying. Finally, we will talk about the words that we use and how they can be used in hurtful ways or to compliment people.

### Outcome/composite

Hall of fame display in corridors.

### Sequence of lessons:

1. Invasion! Who were the Vikings?
2. Where did the Vikings come from?
3. Viking settlers – Danelaw.
4. What is the significance of Jorvik?
5. Viking longboats.
6. Viking trade routes.
7. The Viking way of life.
8. Valhalla.
9. Is it accurate for the Vikings right to be known as ‘Vicious Vikings’?

### Sequence of lessons:

- 1) Introduction to Garage Band
- 2) Using the the loop function
- 3) The sampler – voice/outdoors
- 4) Classical music – string section
- 5) Create a rap for a children’s book
- 6) Evaluate and create movie soundtracks

### Outcome/composite

Compose a piece of digital music that reflects emotion.

### Sequence of lessons:

1. Rural life- make a map of the school grounds.
2. Where on Earth are we?
3. Explore and compare urban life in the UK.
4. The Grand Canyon – how it was formed and the human footprint.
5. The Grand Canyon – compare to the local area.
6. The Amazon Basin’s climate zones, rivers, biomes, and vegetation belts.
7. Economics and trade in the Amazon Basin.
8. The Alps from above.
9. The natural Alps.

### Outcome/composite

To be able to name and locate significant work place on around the globe

### Outcomes/composite

Write a discussion text in English about Viking legacy.



## Reading opportunities



# Curriculum Sequence Autumn – Year 6



## ‘The Anglo Saxons’

French		PE		Science Evolution and inheritance		Computing Internet Safety	
<b>INTENT</b> Children to be able to understand spoken and written language and respond with increasing confidence, fluency and accuracy of pronunciation. Develop their ability to use French-English dictionaries and Google Translate as a resource to further inform their knowledge.		<b>INTENT</b> Develop the ability to grip the racket correctly. Develop the ability to control the movement of a ball with a racket.		<b>INTENT</b> Learn about offspring, variation and evolution over time. Identify how animals adapt to suit their environment. Recognise that living things change over time.		<b>INTENT</b> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
<b>Sequence of lessons:</b>  1. Asking for and following directions  2. Researching food vocabulary using French-English dictionaries  3. How to order food in a restaurant  4. Where would you go on holiday in France? – research areas and possible activities  5. Using all vocabulary learnt since September, children will now create phrase books that someone could take with them on holiday.		<b>Sequence of lessons:</b>  Children will learn to hold the bat.  They will play games to reinforce correct grip.  They will learn the ‘Ready’ position at the table.  Children will learn the forehand.  They will develop the ability to control a moving ball to play a rally.		<b>Sequence of lessons:</b>  1. Inheritance detective  2. Mutations and adaptations – peppered moth  3. Extreme survival  4. Pioneers of evolution – Darwin, Anning & Wallace  5. Evolutionary trees and fossils  6. Evolution of specific animals – giraffe		<b>Sequence of lessons</b>  1. Identify the features of phishing emails.  2. Copyright, plagiarism and fair dealing. What makes a website reliable?  3. Apps, gaming and social media - privacy and personal information.  4. Creating effective passwords and keeping them safe.  5. Bullying and cyber-bullying. Rules for digital citizenship.	
<b>Outcome/composite</b>  To be able to start a conversation in French using the vocab and language we have learnt.		<b>Outcome/composite</b>  Play successfully in short rallies and simple games.		<b>Outcome/composite</b>  Complete and evaluate a scientific investigation.		<b>Outcome/composite</b>  Know how to be responsible digital citizens.	