

Year 6 Autumn 2
 'We've Got the Whole World
 in our Hands'
**Climate Change
 Change**

Geography
**HUMAN & PHYSICAL
 GEOGRAPHY**

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Geography
**HUMAN & PHYSICAL
 GEOGRAPHY**

Pupils should be taught to:

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy,

Geography
LOCATIONAL KNOWLEDGE

Pupils should be taught to:

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Geography
LOCATIONAL KNOWLEDGE

- 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.

Geography (LK)

- Identify the position 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 (day and night).

SEMH

Geography
**GEOGRAPHICAL SKILLS AND
 FIELDWORK**

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Geography
**GEOGRAPHICAL SKILLS AND
 FIELDWORK**

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

Geography
LOCATIONAL KNOWLEDGE

Pupils should:

Use land-use patterns; and understand how some of these aspects have changed over time.

SEMH

Physical Education

The NC for P.E aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time

Physical Education

The NC for P.E aims to ensure that all pupils:

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Physical Education

Pupils should be taught to:

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare performances with previous ones & demonstrate improvement to achieve personal bests

Physical Education

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance [e.g. through athletics and gymnastics]

Swimming & water safety

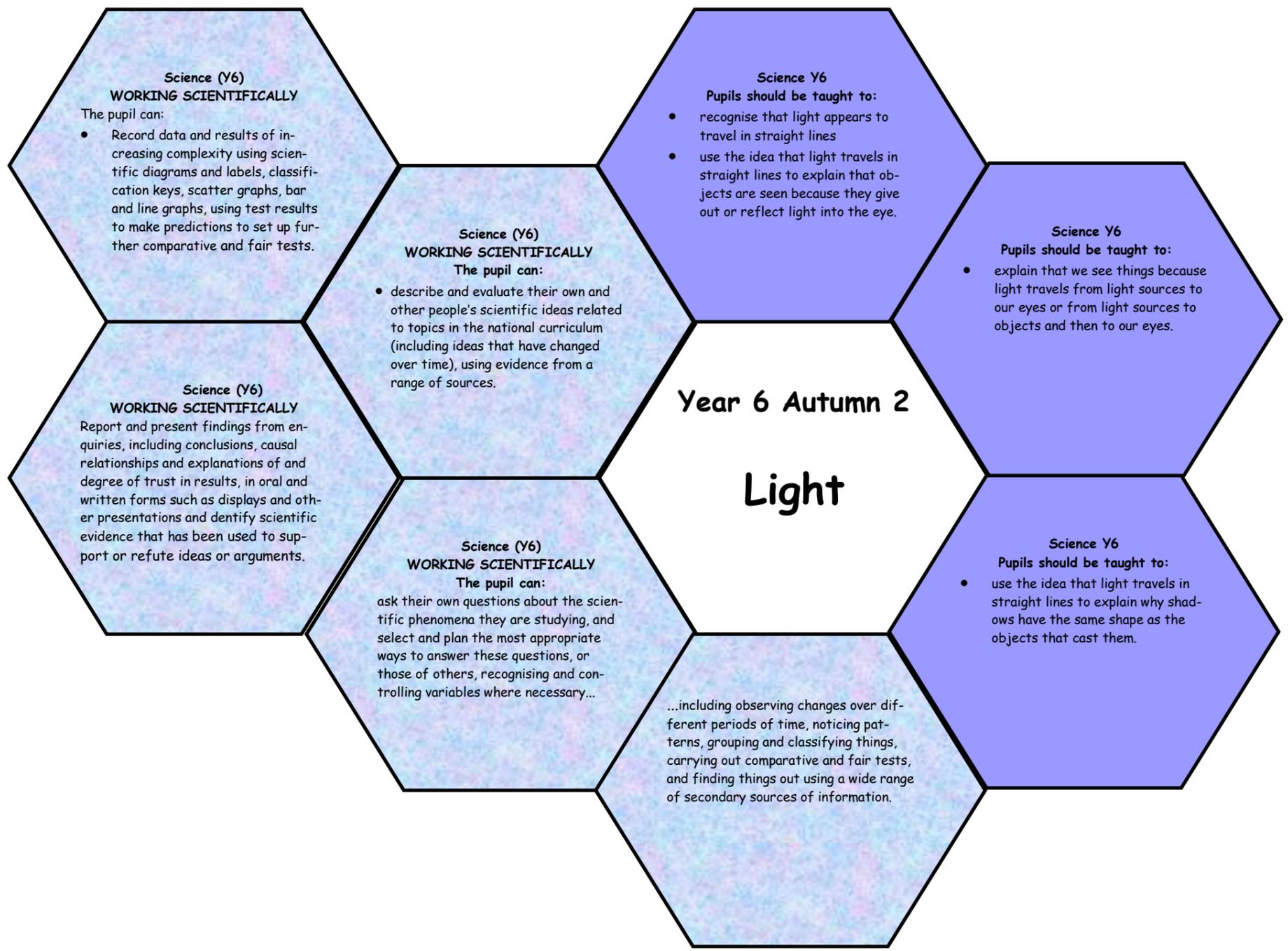
In particular, pupils should be taught to

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)

Physical Education

Pupils should be taught to:

- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending



**Science (Y6)
WORKING SCIENTIFICALLY**

The pupil can:

- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, scatter graphs, bar and line graphs, using test results to make predictions to set up further comparative and fair tests.

**Science (Y6)
WORKING SCIENTIFICALLY**

The pupil can:

- describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.

**Science Y6
Pupils should be taught to:**

- 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.

**Science Y6
Pupils should be taught to:**

- 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.

Year 6 Autumn 2

Light

**Science (Y6)
WORKING SCIENTIFICALLY**

Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations and identify scientific evidence that has been used to support or refute ideas or arguments.

**Science (Y6)
WORKING SCIENTIFICALLY**

The pupil can:

ask their own questions about the scientific phenomena they are studying, and select and plan the most appropriate ways to answer these questions, or those of others, recognising and controlling variables where necessary...

**Science Y6
Pupils should be taught to:**

- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

...including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources of information.

