

**History:****To investigate and interpret the past:**

Select suitable sources of evidence, giving reasons for choices.

Use sources of information to form testable hypothesis about the past.

Seek out and analyse a wide range of evidence in order to justify claims about the past.

Use sources of evidence to deduce information about the past.

**To build an overview of world History:**

Describe the social ethnic cultural or religious diversity of past society.

Describe the characteristic features of the past including ideas, beliefs, attitudes and experience of men, women and children

**To understand chronology**

Understand the concepts of continuity and change over time

representing them along with evidence on a timeline

Use dates and terms accurately in describing events

**To communicate historically**

Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.

**Geography:****To investigate patterns**

Describe geographical diversity across the world.

Describe how countries and geographical regions are inter connected and inter dependent.

**To communicate geographically** Describe and understand key aspects of:

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

Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

**To investigate places**

Identify and describe how the physical features affect the human activity within a location

Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.

Name and locate the locations of North and South America and identify their main physical and human characteristics

**Programme of Study**

Topic: Mysterious Mayans

Year: 6

Term: Autumn

**Art and Design:**

Study the range of Mayan masks and the techniques used.

(Mosaic)

Record observations and ideas in sketch books. (Mosaic)

Improve their mastery of art and design techniques such as mosaic and colour choices (Mosaic)

Use a range of tools to cut, shape, join and finish accurately.

(Mayan Masks) (Mosaic)

**Design and Technology:**

Know where and how a variety of ingredients are grown and processed.

Prepare and cook a savoury dish (tortilla) using a range of cooking techniques.

Evaluate their product and consider different fillings.

**Trips, Visitors and Outdoor Learning:**

Mexicalore

Centre of the Cell

**RE**

**Sikhism: Living a Sikh Life**

**Islam: The Ummah**

Explain why different religious communities or individuals

may have a different view of right and wrong

Show an awareness of morals and right and wrong beyond rules (i.e.. Wanting to act in a certain way despite rules)

Express their own values and remain respectful of those with different values

Explain the practices and lifestyles involved in belonging to a faith community.

Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles

Show an understanding of the role of a spiritual leader

**Physical Education:**

Play competitive games, modified where appropriate and

apply basic principles suitable for attacking and defending

Develop flexibility, strength, technique, control and balance

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Perform dances using a range of movement of patterns

**Music:**

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand staff and other musical notations.

Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

Develop an understanding of the history of music.

**Languages:**

**Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.**

**Read carefully and show understanding of words, phrases and simple sentences.**

Understand and respond to spoken and written language from a variety of authentic sources.

Speak with increasing confidence, finding ways of communicating what they want to say, improving the accuracy of their pronunciation and intonation.

Using class blog to link with schools in Scotland (Viking invaders).

**National/International Links:****Computing:**

We are App planners

Research available apps.

Undertake market research.

Take into account E-safety for an app.

Understand the benefits of geo-location.

**We are project managers**

Use Prezi to pitch an idea.

Use Excel to plot project timescales (Gantt chart)