

Year Six Term 1

(Autumn 2025)

Theme – Discover

Driving Subject - History – MAYA

Discover theme key skills

- Identify questions to answer and problems to solve.
- Plan and research.
- Analyse and evaluate.
- Show empathy.
- Show a commitment to justice.
- Explore issues, events and problems from different perspectives.
- Support conclusions using reasoned arguments and evidence.
- Communicate learning in relevant ways.

Driving Question – Does History just repeat itself?

Project Outcome

History Day – study of mining/local area

Connecting Concepts

Concepts to be explored across the project:

democracy, equality, power, justice

Key Objectives/Subject specific skills

History National Curriculum Objectives

Extended chronological study –The Victorians

Hi2/2.2 Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Non- European Study – Benin (West Africa)

Hi 2/ 2.5b pupils should be taught about a non-European society that provides contrasts with British history.

History Skills

Chronological Understanding

Place current study on a time line in relation to other studies. Use relevant dates and terms.

Sequence up to 10 events on a time line.

Depth and Range of Historical Knowledge

Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of an event in terms of cause and effect using evidence to support and illustrate their explanation.

Know key dates, events and characters of time studied.

Interpretations of History

Link sources and work out how conclusions were arrived at. Consider ways of checking to accuracy of interpretations –fact or fiction and opinion. Be aware that different evidence will lead to different conclusions.

Historical Enquiry

Recognise primary and secondary sources.

Use a range of sources to find out about an aspect of time past.

Suggest omissions and the means of finding out.

Confidently use the library and internet for research.

Organisation and Communication

Select and organise information to produce structured work, making appropriate use of dates and terms.

Science

Evolution –

Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Living Things and their habitats –

Sc6/2.1a describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.

Working Scientifically

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments

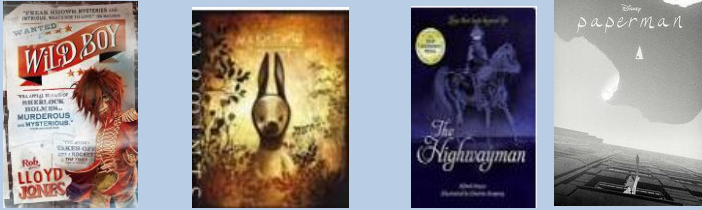
PSHE

Living the wider world

Media literacy and digital resilience; influences and decision-making; online safety

- how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
- that not everything should be shared online or social media and that there are rules about this, including the distribution of images
- that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
- how text and images can be manipulated or invented; strategies to recognise this
- to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
- to recognise unsafe or suspicious content online and what to do about it
- how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
- how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
- how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
- to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
- to discuss and debate what influences people's decisions, taking into consideration different viewpoints

English

Possible Text/s	
Reading Outcomes	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions distinguish between statements of fact and opinion retrieve, record and present information from non-fiction provide reasoned justifications for their views.
Writing Outcomes linked to project/text	Character description, EXPLANATION, Persuasive letter, POETRY identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action □ précising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors

Linked Objectives

Design Technology

DT2/1.1b – Design – generate, develop, model and communicate ideas.

DT2/1.2b – Make – Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.

DT2/1.3b – Evaluate – evaluate ideas and products against their own design criteria and consider the views of others to improve their work.

Geography

Ge2/1.1a – Location knowledge – locate the world's countries, using maps to focus on South America.

Ge2/1.3b – Human and physical geography – describe and understand key aspects of human geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

RE

Creation and science – why do some people believe in God and some not?

Computing

[Unit 6.1 Computing systems and networks – Communication](#)

[Unit 6.4 - Data and Information - Spreadsheets](#)

CO2 1.5 Use search technologies effectively appreciate how results are selected and ranked and be discerning in evaluating digital content.

CO2 1.6 Select, use and combine a variety of software (including internet services) on a range of digital devices, to design and create a range of programs, systems, content that accomplish given goals including: collecting, analysing, evaluating and presenting data and information.