



## Year 6 Topic Framework

C = Coverage    N = New Learning    R = Recall of prior learning    **A - Assessment**

Terms	Autumn		Spring		Summer	
Topics	Hola! Mexico		A Child's War		Darwin's Delights	
Topic Objectives	To learn about the ancient Maya civilisation, and how their environment, beliefs, architecture and mathematical knowledge made the Maya one of the most sophisticated ancient civilisations.		To understand the cause and effect of the Second World War and develop empathy for what it was like to be a child at the time, as well as to learn about significant events and people.		To develop children's knowledge of evolution and inheritance, as well as to teach children about living things and their habitats, DNA and Darwin's theory of natural selection.  To develop children's knowledge of polar regions, as well as to teach children about the interconnections of this extreme ecosystem and how humans and animals seek to conquer it.	
Weeks						
1	Introduction week	<p><b>C - MFL</b></p> <p>N - To identify countries around the world in which Spanish is a prominent language.</p> <p>N - To learn colours in Spanish</p>	<p><b>C - History</b></p> <p>N - To develop an understanding of how child evacuees felt during WW2.</p>	<p><b>C - Music</b></p> <p>N - Together through Music Project (External Providers)</p>	<p><b>C - Geography</b></p> <p>N - Plan an expedition across the Galápagos Islands</p> <p>N - Use a range of materials, including online tourism sites to find out about travelling between islands, typical weather conditions, the range of physical and man-made landmarks and features, the local currency, the official language and the best places to stay.</p>	<p><b>C - Computing</b></p> <p>N - Identify what types of vegetation grows and what animal species live there. Find out about the formation of the islands. Record their findings in their journal, including text, illustrations, maps, photos and print outs.</p>

2	<p><b>C - Computing</b></p> <p>N - To collect information using appropriate online sources</p> <p>N - To create a postcard about DOTD after sourcing information videos on YouTube</p>	<p><b>C - MFL</b></p> <p>R - To identify countries around the world in which Spanish is a prominent language.</p> <p>R - To recall colours in Spanish</p> <p>N - To numbers to twenty in Spanish</p>	<p><b>C - History</b></p> <p>N - To understand who was involved in WWII and why war broke out.</p> <p>N - To create a chronological timeline of key events in WWII.</p>	<p><b>C - MFL</b></p> <p>N - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,</p> <p>N - To use an English to French dictionary.</p>	<p><b>C - Geography</b></p> <p>R - Draw a detailed sketch map of their route, labelling places they plan to stop and stay. Make a list of things they would need to take, including clothing that would be suitable for the climatic conditions and physical terrain</p>	<p><b>C - Computing</b></p> <p>N - Use digital conservation maps, websites and books to identify and list animal species that are at risk of extinction.</p> <p>N - Choose three animals from the list, including one each from the UK, a European region and North or South America. Find out what factors are endangering these species, such as human activity, habitat or climate change.</p>
3	<p><b>C - Computing</b></p> <p>N - To use Googlemaps to find and explore different areas and attractions in Mexico.</p>	<p><b>C - MFL</b></p> <p>R - To recall colours in Spanish</p> <p>R - To numbers to twenty in Spanish</p> <p>R - To complete maths problems in Spanish</p>	<p><b>C - History</b></p> <p>N - To gain an understanding about the Blitz and the Battle of Britain</p> <p>R - To compare war time and modern life for a child.</p>	<p><b>C- MFL</b></p> <p>R - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. basic grammar appropriate to the language being studied</p>	<p><b>C -Geography</b></p> <p>R - Summarise, in their own words, why they think the Galápagos Islands developed such rich biodiversity. Use a world map to identify other remote islands and choose one to research.</p>	<p><b>C - Computing</b></p> <p>A - Create a poster to inform others about the factors that are endangering the three species. Write captions that explain the importance of the species to the world as a whole.</p>

4	<p><b>C - Computing</b></p> <p>N - To use appropriate websites to research specific information about Mexico</p> <p>R - To use Googlemaps to find and explore different areas and attractions in Mexico.</p>	<p><b>C - MFL</b></p> <p>R - To recall colours in Spanish</p> <p>R - To numbers to twenty in Spanish</p> <p>N - To be able to greet each other in Spanish</p> <p><b>A - To carry out a short conversation in Spanish</b></p>	<p><b>C - Music</b></p> <p>N - Together through Music Project (External Providers)</p>	<p><b>C - MFL</b></p> <p>N - Describe people, places, things and actions orally and in writing.</p>	<p><b>C -Geography</b></p> <p>N - Find out about the island's climate and biodiversity, then present their ideas in their journal using text, drawings, maps and digital images. Consider the main threats to islands, including natural and human factors such as expanding populations, habitat destruction, tourism, rising sea levels and the introduction of new species</p>	<p><b>C - History</b></p> <p>N - Use books and the web to find out about the British fossil collector and palaeontologist, Mary Anning.</p>
5	<p><b>C - Computing</b></p> <p>R - To use Googlemaps to find and explore different areas and attractions in Mexico.</p> <p>N - To print screen images and copy them onto a Word Document for reference.</p> <p>R - To use websites effectively to research the Chihuahuan desert</p>	<p><b>C - History</b></p> <p>N - To explore who the Mayans were and how they lived.</p> <p>R - To create an information poster about Mayan civilisation.</p>	<p><b>C - Music</b></p> <p>N - Together through Music Project (External Providers)</p>	<p><b>C - Geography</b></p> <p>N - Locate the cities and ports bombed during the Blitz on a map of the UK.</p> <p>N - Look in detail at surrounding areas, considering why these places were vulnerable to bombing.</p>	<p><b>C -Computing</b></p> <p>N - Use photos, videos, websites, maps and digital mapping tools to identify the unique climatic conditions and geological make up of the islands.</p>	<p><b>C - History</b></p> <p>N - Locate the area where she carried out her work on a map and find out why it has such a wealth of fossils.</p>

6	<p>C - Geography</p> <p>N - To use appropriate geographical vocabulary</p> <p>N - To research the climate and population of Mexico</p>	<p>C - History</p> <p>R - To explore who the Mayans were and how they lived.</p> <p>N - To develop an understanding of Mayan religion.</p>	<p>C - Music</p> <p>N - Together through Music Project (External Providers)</p>	<p>C - Geography</p> <p>A - Draw a sketch map of the UK showing the bombed locations and identifying other significant geographical features such as rivers and railways.</p>		<p>C - History</p> <p>R - Look back at their Darwin timeline and think about what else they could add to it now they have learnt more about his life. Consider adding more dates and events or whether extra detail could be added to what's already on the timeline</p>
7	<p>C - Geography</p> <p>N - To compare capital cities (Mexico City and London)</p> <p>R - To use appropriate geographical vocabulary</p>	<p>C - History</p> <p>R - To explore who the Mayans were and how they lived.</p> <p>N - To understand how to use historical sources to retrieve information</p>				<p>Enrichment Week</p>
8		<p>Enrichment Week</p>				