

De Beauvoir Yearly Learning Framework

Year: 6

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|  | **Autumn Term** | | **Spring Term** | | | **Summer Term** | |
| **Topic** | **Diverse De Beauvoir** | **WWII** | **Extreme Earth-**  Mountains | **The Maya** | | **Let’s Go on a Roadtrip!** | **STEAM Project** |
| **Key Golden Question** | **Respect –** How do I best show respect? | How did WWII impact Hackney? | Is it responsible to climb Mount Everest? | How have people responded to inequality? | | What is great about Europe? |  |
| **Key Texts** | Skellig | Letters from the Lighthouse  The Diary of Anne Frank  **DR texts: Kensuke’s Kingdom**  **DR texts: Goodnight Mr Tom** | King of Cloud Forest | **DR texts: The Island**  History Detectives – Mayan Civilisation  Maya Creation Story | | **DR text: Holes**  Macbeth  Romeo and Juliet |  |
| **Science** |  | Light | Evolution | | Living things | Electricity | Animals |
| **Geography** |  | * Significance of longitude and latitude, GMT * To locate the world’s countries, using maps to focus on Europe (including the location of Russia) * Use atlases and digital mapping * 4 and 6 grid reference using symbols and key | * Key aspects of physical geography including mountains. |  | | * To identify the main environmental regions, key physical and human characteristic and major cities in Europe. * To locate the world’s countries, using maps to focus on Europe (including the location of Russia) * Comparison study with EU city * Use atlases and digital mapping |  |
| **History** |  | Chronology and  Historical Interpretation and school-decided knowledge |  | Chronology and  Historical Interpretation and school-decided knowledge | |  |  |
| **Art** | Whole school art linked to Skellig | **Art History- Art Piece**  Henry Moore- Shelter Drawings  ***Drawing*** |  | ***Sculpture***  Mayan mask | | **Art History- Artist**  Georgia O’Keffe  ***Paint*** |  |
| **DT** |  | **Construction**  Anderson Shelters |  |  | |  |  |
| **PHSCE/SMSC** | **Jigsaw-** Being me in my world | **Jigsaw-** Celebrating difference | **Jigsaw-** Dreams and goals | **Jigsaw-** Healthy me | | **Jigsaw-** Relationships | **Jigsaw-** Changing me (SRE) |
| **PE** |  |  |  |  | |  |  |
| **Computing** | **We are App Planners**  *Planning the creation of a mobile app* | **We are Project Managers**  *Researching the app market* | **We are Market Researchers**  *Researching the app market* | **We are Interface Designers**  *Designing an interface for an app* | | **We are App Developers**  *Developing a simple mobile phone app* | **We are Marketers**  *Creating video and web copy for a mobile phone app* |
| **RE** | **Judaism:** What do Jews believe are their responsibilities to god? | **Judaism:** What do Jews believe are their responsibilities to god? | **Buddhism:** How does living in a community help Buddhists to follow the Buddha’s teaching? | How did the world begin? | | How did the world begin? | School selected unit |