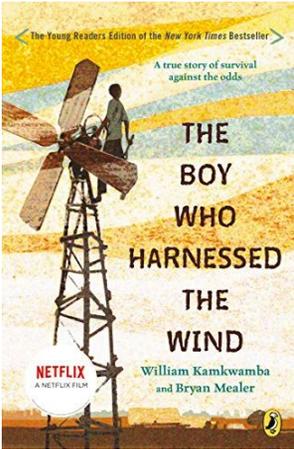
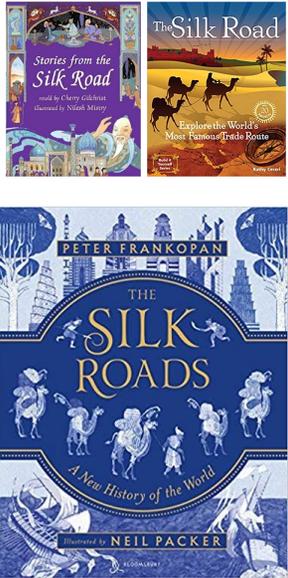
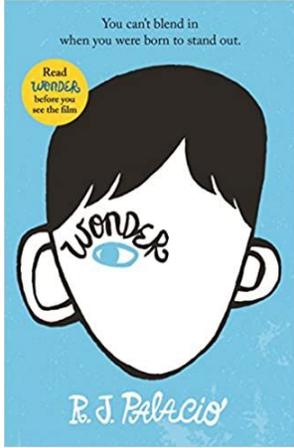
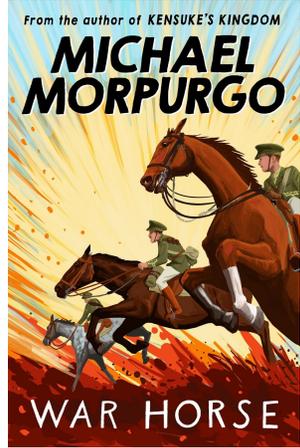
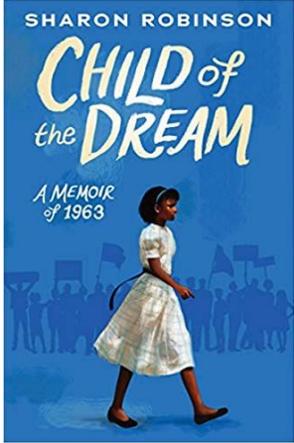
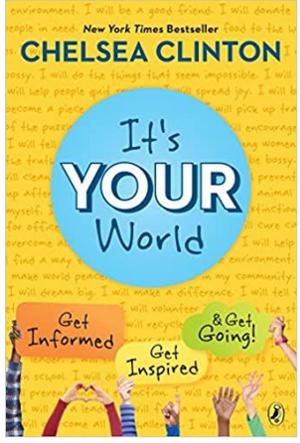


Long Term Plan - Year 6

Autumn Term		Spring Term		Summer Term	
Autumn 1 Sustainable Development	Autumn 2 Globalisation and Interdependence	Spring 1 Identity and Diversity	Spring 2 Peace and Conflict	Summer 1 Power and Governance/Social Justice and Equity	Summer 2 Sustainable Development
Big Question: Is there enough food to feed the world?	Big Question: Has Globalisation made the world a better place?	Big Question: How do we make sure that we make everyone <i>feel</i> like they belong?	Big Question: How can we bring peace to the world?	Big Question: What can we do to reduce inequalities within & between societies?	Big Question: What progress has the world made? How will we change it?
Core text: The Boy who Harnessed the Wind (V. Literacy)	Core text: The Silk Road/Stories from the Silk Road	Core text: Wonder/Auggie & Me	Core text: War Horse (V. Literacy)	Core text: Child of the Dream/We March	Core text: It's Your World! Get informed, inspired and going!
					
Overview: Children will be exploring the challenges of growing populations and learn that access to food	Overview: Children will be learning about the way in which our world is interconnected and how	Overview: Children will explore their own identity and learn that having a sense of belonging is an essential	Overview: Children will learn that conflicts throughout history, especially in the 20th century, have	Overview: Children will explore human rights and what is meant by 'civil rights', which are classed as	Overview: Children will now begin to reflect on all they have been inspired by during their time at St. Stephen's

<p>isn't secure for everyone living on our planet. They will explore the journey of William Kwamkwamba, the 14 year boy who successfully constructed a windmill to generate sustainable electricity for his village in Malawi during an intense drought that forced them to the brink of starvation. Children will be applying their learning during this unit to create their own Windmills and to explore the challenging question of whether or not there is enough food in the world to feel everyone, no matter who or where they are.</p>	<p>globalisation has had an impact on our daily lives. By studying the story of the historic 'Silk Roads' children will learn the origins of globalisation and how we arrived where we are today in terms of global trade and communication. Their learning will be summarised in an end of term writing task where children will use their new knowledge to discuss whether or not our advancements in technology and an increasingly seamless network of communication has actually made the world a better place.</p>	<p>part of life. By immersing themselves in the story of Auggie in R.J Palacio's 'Wonder', the children will learn that life in school can be a difficult journey and that doing something small to brighten someone's day can have a tremendous positive impact in that person's life. Children will also build on their knowledge of diversity within their community and beyond, into the wider world as they understand their roles as global citizens.</p>	<p>shaped society today. They will be exploring both World Wars from the assassination of Arch Duke Franz Ferdiand to the events that led to the end of WWII. Through their new found understanding of conflict, the children will gain a heightened appreciation for peace and the benefits of living in a peaceful community. They will also explore their own role in ensuring that everyone's right to feel safe is upheld.</p>	<p>rights that protect individuals' freedom from infringement by government institutions, social organisations, and private individuals. We explore The Equality Act and understand how civil rights ensure one's ability to participate in the civil and political life of the society and state without discrimination or repression. This unit looks at the Civil Rights Movement in America in the 1950s and 1960s. Furthermore, pupils will learn about a number of groups who have faced discrimination and repression throughout history in the UK and the wider world.</p>	<p>and how they all have the capacity to be inspirational global citizens beyond the realm of St. Stephen's. During this unit there will be the chance to reflect on the Global Sustainable Goals which have been recurring throughout the year and for children to decide which they would like to follow through and embark on during their further years of education and beyond. Individual research projects will allow children the opportunity to identify with specific individuals who inspire them and who they can learn from them as role models for society.</p>
<p>Guided Reading Text: The Boy who Harnessed the Wind</p>	<p>Guided Reading Text: Stories from the Silk Roads.</p>	<p>Guided Reading Text: Wonder/Auggie & Me</p>	<p>Guided Reading Text: War Horse/When Hitler Stole Pink Rabbit/The Story of WW1</p>	<p>Guided Reading Text: Role of Thunder, Hear My Cry</p>	
<p>Writing outcomes linked to core texts:</p> <p>Setting and character descriptions</p> <p>Diary writing</p> <p>Newspapers</p> <p>Essay: Is there enough food to feel the world?</p>	<p>Writing outcomes linked to core texts:</p> <p>Letters from a journey along the silk roads.</p> <p>Creating our own scrapbooks</p> <p>Essay: Is the world a better place because of globalisation?</p>	<p>Writing outcomes linked to core texts:</p> <p>Letter writing: formal vs Informal</p> <p>Interviews with the main characters and documentary making</p> <p>An information guide: The Process of Evolution and the things we inherit</p>	<p>Writing outcomes linked to core texts:</p> <p>Narrative poetry</p> <p>Essay: Was WWII inevitable? Were there opportunities of peace which were missed?</p>	<p>Writing outcomes linked to core texts:</p> <p>We March: story writing and narratives.</p> <p>Essay: 'Civil disobedience was more important than legal decisions during the civil rights movement. Do you agree?'</p>	<p>Writing outcomes linked to core texts:</p> <p>Biographical writing</p> <p>Information text: how they are going to change the world and why.</p>

<p>Writing Skills: Sentence structure variation, including subordination and relative clauses; exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Developing an author's voice to write effectively for a range of purposes and audiences</p>		<p>Writing Skills: To be confirmed based on children's needs identified in Autumn Term</p>		<p>Writing Skills: To be confirmed based on children's needs identified in Spring Term</p>	
<p>Diversity, Community, Global project outcome: The Real Junk Food Project - Twickenham (serving food, preparing food, collecting food).</p>		<p>Diversity, Community, Global project outcome: Children create artistic installations based on what it means to belong in our community and the importance of being yourself.</p>	<p>Diversity, Community, Global project outcome: <i>To be confirmed based on the residential trip being secured.</i></p>	<p>Diversity, Community, Global project outcome: Creating a guide for the children of St. Stephens: What can children do to reduce inequalities within & between societies? Publish posters for the school newsletter and website.</p>	<p>Diversity, Community, Global project outcome: <i>To be confirmed based on learning throughout the year/restrictions and measures that are in place.</i></p>
<p>Other Curriculum areas: Science: Can electricity be produced and consumed sustainably? RE: What does it mean to be a Jew? Geography: Is hunger the worst population crisis in the world right now? Maths: The story of place value and the four operations.</p>	<p>Other Curriculum areas: RE: Why is remembrance important? How would Christians advertise Christmas to show their beliefs today? Science: How can we classify our world? Geography: Has Globalisation made the world a better place? Computing: What skills do I need to become a web designer? How do we create informative,</p>	<p>Other Curriculum areas: Science: Evolution and Inheritance: Why do living things change? Because of the world they live in or the characteristics we inherit? RE: What does the journey of life and death mean to different religions? History: Was the Second World War inevitable? Maths: TBC</p>	<p>Other Curriculum areas: Science: Light: How does light travel? History: Was the second World War inevitable? RE: How does the Christian festival of Easter offer hope? Maths: TBC Computing: What skills are required in order to publish an effective online project?</p>	<p>Other Curriculum areas: Science: Animals including humans: How does my body work and what can I do to stay healthy? History: Civil rights movement: Was it civil disobedience or changes in law that made the biggest change? Geography: Why and how do Geographers do fieldwork?</p>	<p>Other Curriculum areas: Science: Animals including humans: How does my body work and what can I do to stay healthy? History: Civil rights movement: Was it civil disobedience or changes in law that made the biggest change? Geography: Why and how do Geographers do fieldwork?</p>

<p>Computing: What skills do I need to create a promotional video for a target audience?</p> <p>PSHE: What can I do to promote positive health and wellbeing for myself and others?</p> <p>STEM project: Designing and creating windmills. How can sustainable energy sources help the planet?</p>	<p>engaging and reliable sources of information?</p> <p>PSHE: What can I do to promote positive health and wellbeing for myself and others?</p> <p>Art: Is everything we see in the world reliable? How can fake news and propaganda influence the public?</p>	<p>PSHE: What does it mean to live in our wider world? How can we ensure that we are responsible global citizens?</p> <p>Art: What represents belonging and identity?</p> <p>Computing: How can I gather and present data findings appropriately?</p>	<p>PSHE: What does it mean to live in our wider world? How can we ensure that we are responsible global citizens?</p> <p>Art: What represents belonging and identity?</p> <p>School journey and SATS</p>	<p>RE: How has the Christian message survived?</p> <p>Maths: TBC</p> <p>Computing/m:Tech: What skills do I need to become an audio engineer?</p> <p>PSHE: How do relationships shape who I am and who I will become?</p> <p>Art: What makes effective set designs and how could we replicate these?</p> <p>D&T: What does it take to brand a product successfully and how can I use technology to support this?</p>	<p>RE: Rules and responsibilities: Who decides?</p> <p>Maths: TBC</p> <p>Computing: m:Tech: What skills do I need to become an audio engineer?</p> <p>PSHE/SRE: Where do babies come from and how are they born?</p> <p>Art: Relief Collage: Is beauty really in the eye of the beholder?</p> <p>D&T: Making a range of savoury street foods and designing packaging for selling the street product.</p> <p>Production</p>
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