



Year 6 Curriculum Term 2

My Home, My Country

English

In Term 2, the children will be exploring a modern classic, *Skellig* - a life-affirming story about friendship and the power of kindness. Deep, humorous and haunting, Almond's Carnegie Medal winning tale is filled with huge emotions, quiet courage, abiding hope and a fair bit of magic.

The children will use this gripping text to write setting descriptions; they will focus on building atmosphere and elaborating on descriptions to create an image in the reader's mind. As the children learn more about the characters in the text, they will build character profiles, selecting appropriate vocabulary and phrases to write character descriptions. Later, they will apply this learning to other outcomes by employing aspects of characterisation, including inference - showing not telling. Other writing outcomes will include narratives and dream sequences, which will develop our use of tenses.

The children will be required to plan how they will organise and make transitions in time in their writing. Conjunctions, creating cohesion and using a range of sentence types will be skills focused upon. Due to the nature of the text, the children will be taught skills that will allow them to build tension and suspense in their writing. They will showcase such skills by improving parts of the text with their own ideas.

Maths

Multiplication and Division

Multiplying / Dividing by 10,100 and 1000

Doubling and halving

Multiples and factors

Measurement and Time

To tell the time (recap)

To solve time duration problems using the four operations

Fractions Decimals and Percentages

To find fractions of shapes and quantities

To convert between proper, improper and mixed numbers

To use common factors

To simplify fractions

To find equivalent fractions

Fractions Decimals and Percentages

To compare and order fractions

To add and subtract fractions with denominators that are multiples of the same number

To add and subtract fractions with different denominators

Geometry - Properties of Shape

To identify different types of lines

To know the properties of 2D shapes, including types of triangles and circles

To draw 2D shapes given dimensions and angles

To compare and classify geometric shapes

Geometry - Properties of Shape)

Measure – Volume

To recognise, describe and build simple 3D shapes.

To make nets

To visualise a 3-D shape from its net

To visualise where patterns drawn on a 3-D shape will occur on its net

To understand when to use a formula to calculate volume

To calculate, estimate and compare the volume of cubes and cuboids

To read scales



	<p>Statistics To calculate and interpret the mean (mode and range) To interpret line and bar graphs To construct line and bar graphs To solve problems involving line and bar graphs</p> <p>Measure –length To convert measures using decimal notation (to 3 decimal places) To convert between miles and kilometres To connect conversion of measures to a graphical representation To solve problems involving conversion of units of measure</p> <p>Problem solving To work systematically</p>
<p>RE What is a Church? The children will learn the following:</p> <ul style="list-style-type: none">• What is written in the bible about the foundation of a church• How churches reflect local culture• How churches help people worship and serve communities, churches as part of a global community. <p>The children will also visit Chilton’s local church (St Lawrence) at Christmas time. Here they will get to explore its various areas of worship and be able to ask the church’s minster questions. The children will also explore the church’s nativity scene.</p>	<p>PSHE This term the children will focus on Healthy Relationships. The focus will be on being kind to yourself, respecting yourself and exploring ways that we can look after ourselves physically and mentally. This work will also tie into the theme of National anti-bullying week, with theme this year being ‘Power for Good’.</p>
<p>Art Painting: How do we use the past for artistic inspiration? The children will learn about painting techniques this term. They will focus on:</p> <ul style="list-style-type: none">-their use of tertiary colour in their paintings-the past as a source of artistic inspiration-learning to sketch lightly before painting-creating original pieces that show a range of influences and style. <p>The children will use these skills to create their own final piece of art.</p>	<p>Music Throughout this term in music, the children will be using djembe drums, guitars and xylophones. Using these mediums, the children will be learning about 3 against 2 patterns, 6 quaver cycles and 8 quaver cycles.</p>
<p>French In Term 2, we will be learning about spending money. We will look at the ‘Euro’ and different denominations of coins. We will learn phrases that we can use in</p>	<p>PE Throughout term 2, we will be focusing on invasion games and dance. During invasion games, we will be exploring how to develop tactics and apply skills that outwit an opponent in football, handball, basketball, lacrosse and</p>



shops to buy items and explain how we like to spend our money. We will learn what the names of shops are in French and what we can buy in them.	dodgeball. In dance, we will be learning how to improvise and explore ideas and how to work collaboratively to create routines in a group.
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Thematic Curriculum

Title	My home, my country	
Golden Thread	Culture and communities	
Big Question	Is it ever ok to invade another country?	
Prior Learning	During year 5, within Culture and Communities, the children learnt about both the Greek and Anglo-Saxon time periods. They learnt about the key events and defining features of these time periods and how they impacted life today. The children will be able to consider where the Viking time periods sits in the timeline of the history of our country and consider the lasting impact from this time period. In Geography, we will develop our mapwork skills and knowledge. Within Geography, the children learnt about 4 figure grid references in year 4 and will be moving onto 6 figure grid references in year 6.	
Blurb overview	During this unit, the children will learn all about the Vikings. We will look at how the Vikings both traded and raided, their settlement in Britain and the Anglo-Saxon resistance. We will study famous people from this time, such as Alfred the Great and King Cnut. We will consider how we know about the Vikings and the impact they have of life in Britain today.	
Celebration of Learning	Visit the Viking Ship at Cliffsend. Re-create a Viking invasion.	
Text Links	She Wolf Dan Smith Viking Boy by Tony Bradman	
Oracy End Point:	<u>Activity</u> Oracy: Discussion Is it ever ok to invade another country? Recap of the learning. Do we still agree with our previous opinion?	<u>Learning intentions covered</u> Physical: Consciously adapt, tone, pace and volume of voice Linguistic: Vary sentence structures and length for effect when speaking Cognitive: Construct a detailed argument or complex narrative Social: Begin to be able to read a room or a group and take action accordingly

History

Substantive Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"> • To know that the Viking and Anglo-Saxon struggle for the Kingdom of England took place during the Viking Age, which lasted from the late 8th century to the early 11th century. • To know that the Vikings, seafaring warriors from Scandinavia, began raiding England in the late 8th century and later sought to conquer and settle in the land. • To know that the Anglo-Saxon kingdoms of England, such as Wessex, Mercia, and Northumbria, faced repeated Viking invasions and attacks, leading to conflicts and power struggles. 	<p>To know how some changes affect life today.</p> <ul style="list-style-type: none"> • To know significant changes have had a major impact on life today. • Know how to describe similarities and differences between some people, events and objects studied. • To know how to make links between some features of past societies <p>To know that the Vikings and Anglo Saxons fought over the Kingdom of England until 1066.</p> <ul style="list-style-type: none"> • To know how to use timelines to order events, periods and cultural movements from around the world.



<ul style="list-style-type: none"> • To know that the Anglo-Saxon king, Alfred the Great, played a significant role in resisting Viking invasions and establishing a period of relative peace and stability in the late 9th century. • To know that the Danelaw was a region in England where Viking influence was particularly strong, and it existed as a semi-independent territory under Viking control during the 9th and 10th centuries. • To know that the Viking ruler Cnut (Canute) eventually became the king of England in the early 11th century, marking a period of Viking rule over the Anglo-Saxon kingdom. • To know that Edward the Confessor, the last Anglo-Saxon king of England, ascended to the throne in 1042, marking the end of Viking rule and the beginning of a period of stability before the Norman Conquest in 1066. 	<ul style="list-style-type: none"> • To know how to identify and compare changes within and across different periods. <p>Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.</p> <p>To know that the chronology of significant events in history subsequently shaped different societies.</p> <p>Know that there are patterns that follow throughout history.</p> <ul style="list-style-type: none"> • To know how to evaluate the usefulness and accurateness of different sources of evidence. • To know how to use a range of sources to form own opinion about historical events. • To know that the past has been represented in different ways. • To know how to suggest accurate and plausible reasons for how/ why aspects of the past have been represented and interpreted in different ways.
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Geography

Substantive Knowledge	Disciplinary Knowledge
<ul style="list-style-type: none"> • Know what most of the ordnance survey symbols stand for 	<ul style="list-style-type: none"> • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. • To know how to use a range of resources to give detailed descriptions and opinions of the features of locations • To know how to use fieldwork skills learnt and record the findings in a range of ways • To know which representation is most effective to use • To know how to read a range of maps • Know how to use 6 figure grid references

Cultural Capital

Cultural Knowledge: Learn about Key figures from the past; Alfred the Great and King Cnut. Know the impact past civilisations have on us today. Consider whether invasion can ever be a positive thing and link to examples in recent history.

Cultural experiences: Visiting significant local landmark, the Viking ship and understanding its origin and its relevance for our community. Visit to our local Church.

Weekly Overview

Week 1	<p>Lesson 1: Big question: Is it Ever OK to invade another country? The children will have a discussion with an Oracy focus. The children will discuss what they already know about the Viking Age, making links to current wars.</p> <p>Know how to describe similarities and differences between some people, events and objects studied.</p> <p>To know how to make links between some features of past societies</p> <p>Know that there are patterns that follow throughout history.</p>
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	<p>Lesson 2: Chronology. When was the Viking Age? The children will consider this in the timeline of other ages and civilisations they have previously learned about. Who were the Vikings and where did they come from? How did they travel to Britain? Consider the Vikings as traders and raiders.</p> <p>-To know that the Viking and Anglo-Saxon struggle for the Kingdom of England took place during the Viking Age, which lasted from the late 8th century to the early 11th century.</p> <p>To know that the Vikings and Anglo Saxons fought over the Kingdom of England until 1066.</p> <p>To know how to use timelines to order events, periods and cultural movements from around the world.</p> <p>Lesson 3: Computing: Children will explain the importance of internet addresses. They will recognise that data is transferred using agreed methods and that internet devices have addresses. They will describe how computers use addresses to access websites</p> <p>Lesson 4: Art – Children experiment with mixing colours; they will create tertiary colours they will use in their paintings.</p>
Week 2	<p>Lesson 1: Children to use maps to find out where the Vikings came from. How did they journey across the North Sea? Children to make a group longboat</p> <p>To know that the Vikings, seafaring warriors from Scandinavia, began raiding England in the late 8th century and later sought to conquer and settle in the land.</p> <p>Lesson 2: After plotting on a timeline from earlier, the children will learn about the Viking Invasion. What were Viking Raids like? Where did they conquer and why were they so successful?</p> <p>To know that the Anglo-Saxon kingdoms of England, such as Wessex, Mercia, and Northumbria, faced repeated Viking invasions and attacks, leading to conflicts and power struggles.</p> <p>Lesson 3: Where did the Vikings Settle? What was life in Danelaw like? The children will look on a map of the British Isles to see where the Vikings invaded and how they split the land up.</p> <p>Exploring Danelaw. Where was it? What was its significance and what was lifelike there?</p> <p>Lesson 4: Computing: Children will recognise how data is transferred across the internet. They will identify and explain the main parts of a data packet and understand that data is transferred over networks in packets</p> <p>Lesson 5: Art – Children will use the past as a source of artistic inspiration and gather ideas for their own artwork. Children will research artwork from different periods in history and locations and investigate similarities and differences between the techniques used.</p>
Week 3 PSHE Week	<p>Healthy Relationships Week: Power For Good – Across the week, the children will take part in a range of discussions and debates exploring the following themes.</p> <p>Lesson 1: Recap WAATS and STOP. Share with the children who keeps us safe including DSLs. Who are the governors and what do they do?</p> <p>Lesson 2: Banter or unkind? Children to consider whether certain scenarios are considered banter or is it unkind? Make links to roasting.</p> <p>Lesson 3: Accusations of bullying. Are they dangerous?</p> <p>Lesson 4: Kindness Day Thursday 13th November. Being kind to yourself/Respecting yourself</p> <p>Lesson 5: What's empathy? Can you only show it to your friends? What is Connection? Children to learn about perspective taking and putting yourself in other people's shoes, listening to others</p>



Week 4	<p>Lesson 1: Who was Alfred the Great and what role did he play for the Anglo-Saxons during the Viking Age? Who was King Cnut? What kind of King was he? What impact did he have on Life in Britain? How did the Viking rule come to an end? What role did Edward the confessor have in this? Compare King Cnut and Edward the Confessor. Who was the better King and why? -Knowing who Alfred the Great, King Cnut and Edward the Confessor were and the roles they played.</p> <p>Lesson 2: The children will visit the Viking Ship in Pegwell. Focusing on the shape of the longboat, which provided speed and strength, they will determine how the Vikings came over from Scandinavia so successfully. What were the Vikings like when they came over to Britain? The children will study words that have originated from Viking times, including the word 'berserk, a Norse word that translates to bearskin. In battle, Vikings went berserk to defeat the enemy. The Anglo-Saxons – peaceful farmers – had no chance against them. The children will recreate a Viking invasion, using all their knowledge. - How did the Anglo-Saxons resist the invasions of the Vikings? To know how to suggest accurate and plausible reasons for how/ why aspects of the past have been represented and interpreted in different ways.</p> <p>Lesson 3: How do we know about the Vikings? What sources are there and why might our knowledge be biased? Building on from the visit to the Viking ship, the children will question how we know what longboats looked like. -How do we know the usefulness and accuracy of sources? -How do we use sources to form our own opinion? -To understand the past has been represented in different ways and understand why. To know how to evaluate the usefulness and accurateness of different sources of evidence. To know how to use a range of sources to form own opinion about historical events. To know that the past has been represented in different ways.</p> <p>Lesson 4: Computing: The children will explain how sharing information online can help people to work together, recognising how to access shared files that are stored online. As well as this, they will send information over the internet in different ways and explain that the internet allows different media to be shared.</p> <p>Lesson 5: Art: Children will begin artwork by sketching lightly before painting.</p>
Week 5	<p>Lesson 1: What lasting impact has the Viking Age had on Britain today? The children will discuss the legacy of the Viking Age including how Britain has been built around it. -To compare and contrast different time periods. -To understand the legacy the Vikings had in other time periods. Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another. Oracy: Discussion Is it ever ok to invade another country? Recap of the learning. Do we still agree with our previous opinion?</p> <p>Lesson 2: Remind the children of the Viking invasion. What is an invasion? The children will explore reasons for Viking raids: wealth, land, overpopulation, adventure, trade. In small groups, they will present to an audience explaining reasons for the Viking invasion, role-playing as Vikings 'Why we invaded Britain'. To know how to identify and compare changes within and across different periods.</p>



	<p>To know that the chronology of significant events in history subsequently shaped different societies.</p> <p>Lesson 3: We will create 4 “evidence stations” with sources/images with the following themes: Viking trade and towns (e.g., York/Jorvik); Raids and monasteries (e.g., Lindisfarne); Language and culture (words, place names); Law and legacy (Danelaw, governance), children will move between station At each station, discussion leaders will facilitate discussions about whether this lead to a positive or negative impact for the people of Britain.</p> <p>To know how some changes affect life today.</p> <p>To know significant changes have had a major impact on life today.</p> <p>Lesson 4: Computing: The children will evaluate different ways of working together online, identifying different ways and recognising that working together on the internet can be public or private. They will explain how the internet enables effective collaboration for all users.</p> <p>Lesson 5: Art: Children will make individual choices of media and state why they have chosen them.</p>
Week 6	<p>Lesson 1: What reasons might people give today for invasion? Are they ever justified? In groups, children will discuss the big question: ‘Is it ever OK to invade another country?’ They will draw on Viking examples and modern parallels (e.g., resources, land, defence, revenge, politics). Each person in the group will have a role: a facilitator, timekeeper, and note keeper. Writing link: Write a balanced argument essay: Was the Viking invasion of Britain justified? Is it ever OK to invade another country?</p> <p>To know how to identify and compare changes within and across different periods.</p> <p>To know that the chronology of significant events in history subsequently shaped different societies.</p> <p>Lesson 2: The children will use Google Earth to locate places the Vikings invaded and settled e.g. York. They will use a range of resources to give detailed descriptions and opinions of what that location is like now, looking at current maps of places where Vikings Settled.</p> <p>-To know how to read a range of maps.</p> <p>-Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.</p> <p>Lesson 3: From Ramsgate, children will expand their Viking empire! Where would you go and why? They will read maps (including 4/6 figure references) and decide on the next location, giving information with reasons for choices.</p> <p>-To know how to use a 6-figure grid reference.</p> <p>-To know how to read a range of maps.</p> <p>To know how to use a range of resources to give detailed descriptions and opinions of the features of locations</p> <p>Lesson 4: Computing: the children will recognise how we communicate using technology, explaining the different ways in which people communicate. They will identify that there are a variety of ways to communicate over the internet and choose methods of communication to suit particular purposes</p> <p>Lesson 5: Art: Children will continue their piece of art drawing on feedback given and making changes.</p>
Week 7	<p>Lesson 1: The children will learn Ordnance Survey symbols. What might this mean? Then, they will create a map of Ramsgate and use Ordnance Survey symbols. They will use a 4-figure grid reference, building up to 6-figure. Children will recreate their own 6-figure grid references</p> <p>-To know most of the symbols on an ordinance survey map</p> <p>-To know how to use a 6-figure grid reference.</p> <p>Lesson 2: The children will conduct fieldwork on a trip to the local Pegwell area. They will consider what it was like for Vikings to come across the sea before landing on British soil. They will look at the land and think about why this may have been a suitable place to invade.</p> <p>To know how to use fieldwork skills learnt and record the findings in a range of ways</p>



	<p>Lesson 3: The children will present their findings of their fieldwork trip to the class using appropriate representations.</p> <p>To know which representation is most effective to use</p> <p>Lesson 4: Computing: the children will evaluate different methods of online communication, comparing different methods of communicating on the internet. They will decide when they should and should not share information online and explain that communication on the internet may not be private.</p> <p>Lesson 5: Art – Children will explore their peer's final art pieces, giving feedback to each other and making changes if needed.</p>
Week 8 RE week	<p>Lesson 1: What is a church? The children will explore Christianity and the importance of the church.</p> <p>Lesson 2: 16th Dec 2025 Year 6 will visit their local church and will be able to explore the different areas inside the building that are used for prayer, festivals and celebrations. The children will consider ways in which churches reflect local culture.</p> <p>Lesson 3: To consider how churches help Christians worship</p> <p>Lesson 4: To identify ways in which churches serve their communities.</p> <p>Christmas Party – 17th Dec</p> <p>Christmas Jumper Day 18th Dec</p> <p>School finishes on Thursday 18th Dec.</p>