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, division and measurement: Formal written method of short division Step 1: Understanding short division Step 2: Short division where answers have up to 2 decimal places Step 3: Short division with decimal remainders up to 2 decimal places Step 4: Prove decimal fraction equivalents using short division Fractions: Equivalent fractions Step 1: Create equivalent fractions in their simplest form Step 2: Simplify fractions Step 3: Identify common multiples Step 4: Change fractions to have common denominators Fractions: Comparing and ordering fractions Step 1: Reasoning about ordering fractions Step 2: Compare fractions using visual representations Step 3: Compare fractions with consideration of their proximity to 0, half or 1 Step 4: Compare fractions by changing to a common denominator Step 5: Order fractions Step 6: Order fractions in a range of contexts Fractions: Adding and subtracting fractions Step 1: Use pictorial representations to show addition and subtraction of fractions Step 2: Application of adding and subtracting fractions Fractions: Fraction and decimal equivalents Step 1: Associate fractions with division Step 2: Decimal and fraction equivalents Fractions: Fractions, decimals and percentages Step 1: Making connections between fractions, decimals and percentages Step 2: Recall and use equivalences Fractions: Calculating percentages Step 1: Explore a range of strategies to calculate percentages Step 2: Solve problems involving the calculation of percentages Geometry: Properties of shape

	Step 1: Using the language of 2-D shapes Step 2: Classifying 2-D shapes – triangles Step 3: Classifying 2-D shapes – quadrilaterals Step 4: Parts of circles Step 5: Using the relationship between radius and diameter to solve problems Step 6: Naming and identifying the properties of 3-D shapes Step 7: Building 3-D shapes from nets
RE **What is a Church?** The children will learn the following: • 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. The children will also visit Chilton's local church (St Lawerence) 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.	**PSHE** World Kindness Day is on 13th November 2026. The children will explore kindness and what it means. The focus will be on being kind to yourself, respecting yourself and exploring ways in which we can look after ourselves mentally and physically. With the theme of 'Break the silence', where children, young people and adults across the UK are encouraged to start conversations about bullying, speak up, listen and take action together, the children will be able to discuss any issues they may be having in class with friendship groups or issues on the playground. The children will discuss whether it is still kindness if something is expected in return. How would they handle a situation on the playground? Is kindness ever a weakness?
Art **Painting: How do we use the past for artistic inspiration?** The children will learn about painting techniques this term. They will focus on: -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. The children will use these skills to create their own final piece of art.	**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.
French The children will learn basic greetings in order to hold a conversation with a partner. They will be able to describe themselves and ask questions for others to answer. They will be able to talk about their birthday	**PE** This term, children will develop their swimming skills by improving their stamina, technique and confidence in the water. They will practise a range of strokes and work towards swimming longer distances with greater control and efficiency. Children will also develop their water safety and self-rescue skills, learning how to respond confidently and safely in different water-based situations.
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
•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. •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 how some changes affect life today. • 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 **To know that the Vikings and Anglo Saxons fought over the Kingdom of England until 1066.** • To know how to use timelines to order events, periods and cultural movements from around the world. • To know how to identify and compare changes within and across different periods.

• 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.	**Know that comparing and contrasting the characteristics of each period, leads to an understanding about the impact of one period of time on another.** **To know that the chronology of significant events in history subsequently shaped different societies.** **Know that there are patterns that follow throughout history.** • 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.
Geography	
Substantive Knowledge	Disciplinary Knowledge
• Know what most of the ordnance survey symbols stand for	• 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	Lesson 1: INSET Lesson 2: Who were the Anglo-Saxons? What were their kingdoms? What was life like for ordinary people? 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. Lesson 3: Swimming

	Lesson 4: 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? Why did they invade Britain? How did they travel to Britain? Consider the Vikings as traders and raiders. -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 and Anglo Saxons fought over the Kingdom of England until 1066. To know how to use timelines to order events, periods and cultural movements from around the world. Lesson 5: 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. 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 Know that there are patterns that follow throughout history.
Week 2 Kindness Day 13th November	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 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. Lesson 2: 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. Exploring Danelaw. Where was it? What was its significance and what was life like there? Lesson 3: Swimming 12th November: Beach clean and collecting samples of litter Lesson 4: 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. Lesson 5: World Kindness Day. Over the course of the day, children will explore what it means to be kind. The focus will be on being kind to yourself/Respecting yourself and exploring ways in which we can look after ourselves mentally and physically. Linking to the continued use of the Regulation Stations, children will be supported to identify and practise strategies that help them regulate their emotions, manage challenges and show kindness towards their own wellbeing.
Week 3 PSHE Week Anti-bullying	PSHE outcome: Break the Silence. Children, young people and adults across the UK are encouraged to start conversations about bullying, speak up, listen and take action together. Outcome- Children to make a pretend documentary or news report about bullying for the Chilton website and blogs relating to this year's theme 'Break the silence'

	Lesson 1: PSHE Pupils will learn that every person's body belongs to them and explore the differences between appropriate, inappropriate and unsafe physical contact. They will identify trusted adults they can speak to if they feel uncomfortable or unsafe and practise ways to communicate boundaries and seek help. BS 3. Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. Lesson 2: PSHE: Pupils will explore how bullying, including cyberbullying, can negatively affect mental wellbeing and have a lasting emotional impact. They will identify strategies for seeking help for themselves or others and recognise the importance of speaking to a trusted adult. GW 7. bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. Lesson 3: Swimming Lesson 4: PSHE: Pupils will identify different types of bullying, including verbal, physical, social and online bullying, and discuss the impact these can have on individuals. They will explore the responsibilities of bystanders, including reporting bullying to a trusted adult, and identify appropriate ways to support those affected. RR 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. Lesson 5: Art. Children to research artists from the past and will discuss how they inspire us.
Week 4	Lesson 1: 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? Lesson 2: 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 understand the legacy the Vikings had in other time periods. Lesson 3: Swimming Lesson 4: Computing Day Lesson 5: 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. **Writing link:** Write a balanced argument: Was the Viking invasion of Britain justified? Is it ever OK to invade another country? -To compare and contrast different time periods. -To understand the legacy the Vikings had in other time periods.

	Lesson 6: Art. Colour mixing: Tertiary colours. Children to mix primary and secondary colours to create tertiary colours on a colour wheel using watercolours
Week 5	Lesson 1: 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. -To know how to read a map. -Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. Lesson 2: 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. -To know how to use a 6-figure grid reference. Lesson 3: Swimming Lesson 4: 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 -To know most of the symbols on an ordinance survey map Lesson 5: Art. Children to practise pressing lightly when sketching a bird, making several attempts and following a technique by using shapes
Week 6	Lesson 1: 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. 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? -To compare and contrast different time periods. To know how to use fieldwork skills learnt and record the findings in a range of ways Use a range of resources to give detailed descriptions and opinions of features of locations Lesson 2: The children will present their findings of their fieldwork trip to the class using appropriate representations. To know which representation is most effective to use Lesson 3: Swimming Lesson 4: Thematic Quiz Lesson 5: Art. Children to experiment with mixing colours, making note of how much of each colour was used. They should also evaluate the colours chosen and decide which of those they wish to use in their final piece
Week 7 RE week	Lesson 1: Top up teaching. Art. Children to draw their final piece and paint their bird Lesson 2: What is a church? The children will explore Christianity and the importance of the church. Lesson 3: 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.

	Lesson 4: To consider how churches help Christians worship Lesson 5: To identify ways in which churches serve their communities. 16th December: Christmas Party day 18th December: Last day of school. School finishes at 2pm