**Sacred heart thematic plan - Year group 6 - term advent**

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| **Breadth**  **Vikings and Saxons – Farmers, Traders or Invaders?** | | | | | | | |
| **subject** | **Threshold concept** | | **coverage** | | **Assessment targets**  **Your child will be able to…** | | |
| **history** | * Chronology * Historical people and events * Historical sources and evidence * Historical connections | | During this topic we will be learning about the Saxons and the Vikings: exploring their religious beliefs and the arrival of Christianity to England; studying place names for clues as to their origin; learn about key characters; research what life would have been like; understanding what led to the end of their era and the Battle of Hastings. | | * Use words and phrases associated with the Saxons & Vikings. * Recognise how life now is different compared to in Saxon & Viking times. * Explain why the Vikings invaded England. * Describe events associated with the end of the era. * Ask and answer questions about the Vikings and Saxons. | | |
| **geography** | * Locational knowledge * Human and physical geography. * Geographical skills and fieldwork | | In Geography, we will be considering why areas were chosen for settlement; using maps to look at human and physical features including looking for place name clues; studying the 7 Saxon Kingdoms; compare the locations Vikings travelled between including their trading locations. | | * Explain to someone the features and characteristics of the locations including their tradeable resources. * Explain how the weather differs in the areas studied. * Locate the 7 Saxon Kingdoms on a map and identify the European countries the invaders came from. | | |
| **Design and technology**  **Art** | * Design * Make * Evaluate * Technical knowledge * Famous Artists * Artistic skills | | In Design and Technology, we will be creating our own Sutton Hoo treasure trove. Creating a fleet of invader vessels capable of carrying our belongings across the seas.  Research Anglo-Saxon patterns and illuminated scripts. Compare to British designer, William Morris. Create own inspired repeating patterns (link to maths). | | * Research historical designs and plan how to model it. * Explain to someone else how they want to make their product. * Choose appropriate resources and tools. * Explain how to mix colours to someone else. * Describe patterns created by William Morris. * Describe William Morris’ influences. | | |
| **music** | * Musical performance * Musical skills * Aural appreciation and evaluation. | | In Music, we will be developing our musical skills and experience of playing wind instruments. | | * Learn to read music and respond to dynamics. * Play and perform in a group. * Evaluate performance and compose within a group. | | |
| **R.E.** | | **English** | | **Maths** | | **Science** |  |
| **Ourselves** – recognise their skills and talents, and those of others.  **Judaism** - understanding the Jewish culture.  **RSE** – The wonder of God’s love in creating new life.  **Anti-bullying**  **Life choices** – investigate the meaning of Christian commitment and service, including marriage.  **Hope** – at the time of Advent. | | Year 6 spellings. Using resources to support spelling.  Different verb forms and when to use them. Accurate use of punctuation to include commas, speech marks, semi colon, colons and brackets.  Recognising grammar and evaluating its use.  Understanding the format and structure required for different types of writing; to include diary entries, narrative, letters & newspaper reports.  Evaluate and discuss their reading comprehension, make predictions and interpret. | | * Percentages, decimals and fractions * Geometry - Angles * Length, perimeter and mass * Area and volume * Place Value * Multiplication and division * Ration and proportion * Statistics and representation * Addition and subtraction * Algebra | | **Working scientifically:**  Pattern seeking  Comparative and fair testing  Research using secondary sources   * *Light & Electricity*   Light appears to travel in straight lines.  Objects are seen because they give out or reflect light into the eye.  Associate the brightness of a bulb relates to the number of cells used in the circuit.  Recognise symbols of a simple circuit. |  |
| **P.E.** | | **PSED** | | **Computing** | | **MFL** | |
| Sports coach | | Various, focussing on current events | | Online safety & designing programs. | | Describing my family. | |