Year 6	Autumn 1 *(Driver)* **Community; Political Poplar** ***What is the significance of the Poplar Rates Rebellion?***	Autumn 2 *(History)* **Early Islamic Civilisation** ***How important was Early Islamic Civilisation on the history of knowledge?***	Spring 1 *(History)* **WWII** ***What were the causes and consequences of WWII?***	Spring 2 *(Geography))* **Rivers** ***What has changed, and what has stayed the same, about the River Thames over time?***	Summer *(Geography)* **Refugees and Immigration** ***What is the rich history of migration within Tower Hamlets?***	
Visits	Poplar Rates rebellion walk	East London Mosque	Imperial War Museum	Thames mudlarking	Huguenots & residential	
English	**Accelerated Reader** **Shared Reading** **Story Time** **Wider curriculum reading**	**Accelerated Reader** **Shared Reading** **Story Time** **Wider curriculum reading**	**Accelerated Reader** **Shared Reading** **Story Time** **Wider curriculum reading**	**Accelerated Reader** **Shared Reading** **Story Time** **Wider curriculum reading**	**Accelerated Reader** **Shared Reading** **Story Time** **Wider curriculum reading**	**Accelerated Reader** **Shared Reading** **Story Time** **Wider curriculum reading**
Maths	**Number:** PV **Number:** add/sub and multi/division	**Number**: Fractions **Geometry:** Position and Direction	**Number:** Decimals **Number**: Fractions **Number**: Algebra	**Number:** Ratio **Measurement**: converting units **Measurement**: Perimeter, Area and Volume	**Geometry:** Properties of Shape **Statistics** **Problem Solving**	**Investigations** **Problem Solving**
Science	**Animals including Humans** (biology) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	**Light** (physics) Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light to the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Electricity** (physics) Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a program.	B	**Evolution and Inheritance** (biology)Charles Darwin Recognise that living things have changed over time and that fossils provide information about living things that inhabited Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution.	*Edible Playground* **Living Things and their Habitats** (biology)Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.
History	**Black History Month** Rosa Parks *(political)* **Local History** George Lansbury and Susan Lawrence? *(political)* Minnie Lansbury *(political)*	**An overview of the Islamic Golden Age**	**British History** **Overview of the events of WWII** **Local History** The Blitz and the East End *(social)*	Settlement within London around the River Thames *(social/ economic)*.	**Local History** Huguenots Jamme Masjid/ Brick Lane Mosque	
Geography	**Fieldwork**	**Locational Knowledge** Islamic cities	**Locational Knowledge**	**Locational Knowledge** Mapping River Thames. **Human and Physical geography**	Migration and settlement within Tower Hamlets.	
Art & Design/ Design & Technology	**Art** **Class Artist Study** Hadid and Peggy Angus **Printing** Different printing techniques	**Art** **Drawing** technical drawing **Printing** marks, lines, texture	**DT** **Textiles** creating own pattern to sew and embellish	**Art** **Painting** complimentary colours,tint/tone **Drawing** observational drawing Giorgio Morandi	**Art** **Mixed Media** Yinka Shonibare	**DT** **Food Technology**
Computing	**Computing Systems and Networks** Communication and Collaboration Teach Computing Unit 1 **Online Safety:** Be Internet Legends: Lesson 10 **Kind**: Relationships & Being Kind	**Creating Media**: Web page creation Teach Computing unit 2 **Online Safety:** Be Internet Legends: Lesson 11 **Brave**: Refusing & Reporting **Be Internet Legends** assembly	**Programming A** Variables in Games Teach Computing Unit 3 **Safer Internet Day: Feb 7th 2023** Theme: 'Want to talk about it? Making space for conversations about life online.'	**Data and Information** Spreadsheets Teach Computing Unit 4 **Online Safety:** Be Internet Legends: Lesson 12 **Brave**: Handling & Reporting Mean Behaviour	**Creating Media** 3D Modelling Teach Computing Unit 5 – 6 Lessons **Online safety:** Be Internet Legends: **Digital Wellbeing** *Lesson 2: Healthy Habits*	**Programming B** Sensing Movement Teach Computing Unit 6 - link **Online Safety:** *ParentZone Secondary Assembly* Online assembly on transition to secondary school & online friendships (TBC)
RE	**Believing** What do religions tell us when life gets hard?	**Christmas** What difference does it make to believe in Ahimsa, Grace and or/ Ummah?	**Expressing** Is it better to express your beliefs in art and architecture or in charity and generosity?		**Living** What matters most to Christians and Humanists?	**Expressing** What can be done to reduce racism? What can we learn from religious and non-religious worldviews? **Ramadan/ Eid**
French	**Phonetics & Vocabulary**	**Presenting Myself**	**Do you have a Pet?**	**What is the Weather?**	**My House**	**My School**
Music	**Tonality**	**Structure**	**Beat, Pulse, Rhythm, Structure**	**Metre**	**Harmony**	**Rhythm**
PE	**Basketball**	**Gymnastics & Dance**	**Football**	**Netball**	**Tag Rugby**	**Fitness & Athletics**