NBA Al Dafna

Year 6 Long Term Planning

	English (TfW)	Spelling (NC Appendix)	Grammar (TfW)	Mathematics (WR)	Science (WR)	History (Key Stage History)	Geography (Oddizzi)	Art and Design (Kapow)	Design and Technology (Kapow)
Autumn 1	**Fiction** Persuasive / Argumentative Writing **Non-fiction** Biography **Poetry** Acrostic poems	Challenge words- accommodate, available… Challenge words- accompany, average… Challenge words- according, awkward… Challenge words- achieve, bargain Challenge word- aggressive, bruise Challenge Words- amateur, category… Challenge words- ancient, cemetery…. Challenge words- apparent, committee… Challenge words- appreciate, communicate Challenge words- attached, community Words with the short vowel sound 'i' spelled 'y'- antonym, crystal… Words with the long vowel sound 'igh' spelled 'y'- apply, hygiene	Using fronted adverbials to add details and for effect Using fronted adverbials beginning with a range of conjunctions Using relative clauses to clarify, define and add detail Use a semi-colon to separate main clauses Using noun phrases to convey information concisely (expanded noun phrases) Verbs: perfect forms- using present and past perfect verb forms to mark relationships of time an cause Using varied verb forms to express a range of time references Changing tense consistently, using more than one tense and handling time shifts Comparing the vocabularies of informal speech and writing Understand how words are related by meaning as synonyms/antonyms Using a range of subordinate clauses to clarify, elaborate and link ideas effectively Linking ideas across paragraphs using a range of cohesive devices Using the terms 'active voice', 'subject' and 'object; in relation to sentences Introducing and using the passive voice to change the focus in the sentence Using brackets to indicate parenthesis Relative clauses to refer to the whole clause rather than a noun	**Place Value** • read, write, (order and compare) numbers up to 10 000 000 and determine the value of each digit • (read, write), order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy • use negative numbers in context, and calculate intervals across zero • solve number and practical problems that involve all of the above **Addition and Subtraction** • perform mental calculations, including with mixed operations and large numbers • use their knowledge of the order of operations to carry out calculations involve ng the four operations • solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why **Multiplication and Division** • identify common factors, common multiples and prime numbers • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers • solve problems involving addition, subtraction, multiplication and division • use their knowledge of the order of operations to carry out calculations involving the four operations	**Living Things and Their Habitats** • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. • Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments. – Use and develop keys and other information records to identify, classify and describe living things (non-statutory). – Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment (non-statutory). – Identifying scientific evidence that has been used to support or refute ideas or arguments. – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. – Use relevant scientific language and illustrations to discuss, communicate and justify their ideas and should talk about how scientific ideas have developed over time (non-statutory). **Electricity** • Use recognised symbols when representing a simple circuit in a diagram. • 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.	**World War 2** -Britain was at war with Germany and her allies for 6 years but managed to win the war, despite all the hardship people faced. -Britain was led through the darkest days of the war by Winston Churchill and was helped especially by the USA, Russia and troops from across the British Empire, to win the war. -Many British cities were badly bombed and people killed, especially during what was known as the Blitz which saw massive destruction in the main industrial cities and ports as well as London. -Many children had to be evacuated to the countryside and billeted on foster families to avoid being bombed or gassed in air raids. -Everyone had a part to play in the war effort including 1.5 million women who worked in factories, farming transport and defence doing jobs such as delivering planes. -People still talk about the 'Blitz spirit' of coping with hardship, but not everyone behaved wonderfully. Propaganda was widely used to lift people's morale. -The government made use of propaganda to persuade the people that the war was going well.		**Painting and Mixed Media: Artist Study** **Skills:** **Generating ideas:** -Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. **Using sketchbooks:** -Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. **Making skills:** -Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. -Combine materials and techniques appropriate to fit with ideas. -Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. **Knowledge of artists:** -Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. -Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces **Evaluating and analysing:** -Give reasoned evaluations of their own and others' work which takes account of context and intention. -Discuss how art is sometimes used to communicate social, political, or environmental views. -Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. **Knowledge:** **Formal elements:** **Colour:** Colours can be symbolic and have	

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				Fractions, Decimals and Percentages • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions > 1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, 1/4 × 1/2 = 1/8] • divide proper fractions by whole numbers [for example 1/3÷2= 1/6] **Measurement** • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 d.p.where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 d.p. • convert between miles and kilometres • use, read, write and convert between standard units, converting measurements of time from a smaller unit of measure to a larger unit, and vice versa	• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Working scientifically – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. – Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. – Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. – Using test results to make predictions to set up further comparative and fair tests. **Renewable Energy** • Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments. – Reporting and presenting findings from enquiries in oral and written forms such as displays and other presentations.			meanings that vary according to your culture or background, eg red for danger or for celebration. **Line:** How line is used beyond drawing and can be applied to other art forms. **Pattern:** Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. **Texture:** Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. **Making skills:** -How to use sketchbooks to research and present information. -How to develop ideas into a plan for a final piece. -How to make a personal response to the artwork of another artist. -How to use different methods to analyse artwork such as drama, discussion and questioning. **Knowledge of artists:** -Artists can use symbols in their artwork to convey meaning. -Art can be a form of protest. -Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. -Art sometimes creates difficult feelings when we look at it. -Artists can use materials to respond to a feeling or idea in an abstract way. **Evaluating and analysing:** -Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. -Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical.	

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								-People can have varying ideas about the value of art. -Art can be analysed and interpreted in lots of ways and can be different for everyone. -Everyone has a unique way of experiencing art. *Museum of Islamic Art visit* *Observations and Painting:* *Young artists will be introduced to Islamic art and its artefacts through a tour in the galleries. They will learn about different objects through show-and-tell activities. First, they observe, outline and draw — using a colour scheme inspired by the objects — then they tell their story.* *Or:* *General Tour*	
Autumn2							**Countries** **KS2 Locational Knowledge Short Unit** -locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Explore The World – Places – Continent Overviews Antarctica Africa and 13 country spotlights Asia and 27 country spotlights Europe and 21 country spotlights North America and 9 country spotlights Oceania and 6 country spotlights South America plus 10 country spotlights Explore The World – Country Close Up Australia, Brazil, China, Egypt, France, India, Greece, Mexico, St Lucia, United Kingdom, Scotland Online Films:		**Electrical Systems: Steady Hand Game** **Skills:** **-**Designing a steady hand game, identifying and naming the components required. -Drawing a design from three different perspectives. -Generating ideas through sketching and discussion. -Modelling ideas through prototypes. -Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'. -Constructing a stable base for a game. -Accurately cutting, folding and assembling a net. -Decorating the base of the game to a high-quality finish. -Making and testing a circuit. -Incorporating a circuit into a base. -Testing their own and others' finished games, identifying what went well and making suggestions for improvement. -Gathering images and information about existing children's toys. -Analysing a selection of existing children's toys. **Knowledge:**

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							Go on a cruise to Antarctica. Films showing the different human and physical features of Antarctica, Africa, Asia , Europe, North America, Oceania and So uth America. Fly over South Africa. Fly over Qatar. Explore the USA from the air! Fly over England, Scotland, Wales and Northern Ireland. Watch films produced by children about their local area. What's it like to live on a small island? What's it like to live in Australia? What's it like to live in Brunei? What's it like to live in Nepal? Discover what life is like in a rural part of Zambia. *Flight over Qatar Video lesson* **Rivers** **Why are there so many rivers?** -What a river is. -How rivers are used. -The features of a river. -How rivers are affected by humans. -The impact of flooding. -Facts about the world's longest rivers. The water cycle is the way in which water moves around the Earth. It never stops! Rivers have many uses around the world, including cleaning, cooking, growing crops, transport and creating power. A river has three main stages: upper course, middle course and lower course. Flooding is caused by poor drainage around or close to a river. *Purple Islands Mangrove visit.*		-To know that 'form' means the shape and appearance of an object. -To know the difference between 'form' and 'function'. -To understand that 'fit for purpose' means that a product works how it should and is easy to use. -To know that 'form over purpose' means that a product looks good but does not work very well. -To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind. -To understand the diagram perspectives 'top view', 'side view' and 'back'.
Spring 1	**Fiction** Mystery **Non-fiction** Travel Guide	Prefix 'over'- overcoat, overbalance… Suffix 'ful'- beautiful, boastful… Words that can be nouns and verbs- contests, impact	Using different types of sentence: length, order and focus Writing conditional sentences- using modal verbs in conditional sentences	**Fractions, Decimals and Percentages** • identify the value of each digit in numbers given to three decimal places • associate a fraction with division and calculate decimal	**Light** • 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.	**Early Islamic Civilisation** -Early Islamic civilisation wasn't a single country. The Islamic empire steadily spread from the		**Craft and Design: Photo Opportunity** **Skills:** **Generating ideas:** -Draw upon their experience of creative work and their research	

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	Poetry Sonnet	Words with an 'oa' sound spelled 'or' or 'ow'- blown, known… 'Soft c' spelled 'ce'- celebrate, cemetery… Prefixes 'did', 'un', 'over' and 'im'- disappointed, dissatisfied… 'f' spelled 'ph'- alphabet, elephant Words with origins in other countries and languages- ballet, blizzard Words with unstressed vowel sounds- company, definitely… Words with 'cial' (shuhl) after a vowel- antisocial, artificial… Words with 'tial' (shul)- confidential, essential… Words beginning with 'acc'	Using a colon to introduce a list and semi-colon with a list Using and punctuating bullet points to list information Punctuating direct speech when spoken words are split by non-spoken words Recognising non-standard words and expressions (idoms) used in spoken leg Recognising structures of informal speech Using commas and dashes to include parenthesis Using a single dash to separate main clauses Using the technique of ellipses to avoid repetition and aid cohesion Comparing structures of informal speech and those of formal speech and writing Using punctuation for effect Revising nouns and noun suffixes Introducing abstract nouns Understand how hyphens can be added to avoid ambiguity Revise grammatical terms and word classes, sentences, clauses and phrases, verb forms, tense and punctuation	fraction equivalents [for example, 0.375] for a simple fraction [for example, 3/8] • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts **Ratio and Proportion, Algebra** • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation/use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of two variables **Measurement** • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm3) and cubic metres (m3), and extending to other units **Statistics** • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average	• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. • Recognise that light appears to travel in straight lines. • Working scientifically – Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. – Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. – Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. – Identifying scientific evidence that has been used to support or refute ideas or arguments. – Talk about how scientific ideas have changed over time (non-statutory). **Light Pollution** • Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments. – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. **Desert stargazing* **The Circulatory System**	Middle East, west to North Africa and Spain and east to India with Muslims representing around a quarter of the global population -For a period, Baghdad was the largest city in the world and also the intellectual capital of the world keeping alive the ideas of the Greeks and the Romans -One of the classical features of this Golden Age was its tolerance. -Islamic civilization used the idea of zero for the first time and its numerals, 1,2,3, etc are still used today. The word for a branch of mathematics called algebra comes from this time -Islamic knowledge of medicine, astrology and science was way ahead of Britain at the time and their ideas of keeping clean were also advanced, with their baths, canals, reservoirs and clean streets. *Visit the Museum of Islamic Art Gallery 1: Embarking on a Journey through the Islamic World* ***General Tour*** *Introducing the new storyline for MIA's galleries – learn about the importance of religion and learning through art, experience the expansion of the Islamic world and the changes it brought, and finally journey from Spain to Indonesia. We'll tour a variety of galleries and see objects made of different materials.*		to develop their own starting points for creative outcomes. **Using sketchbooks:** -Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. **Making skills:** -Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. **Knowledge of artists:** -Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. -Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. -Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. **Evaluating and analysing:** -Give reasoned evaluations of their own and others' work which takes account of context and intention. -Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. -Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. **-Knowledge:** **Formal elements:** **Colour:** Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration. **Shape:** How an understanding of shape and space can support	

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					• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Describe the ways in which nutrients and water are transported within animals, including humans. • Working scientifically – Explore ideas and raise different kinds of questions (non-statutory). – Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). – Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. **Discuss transition unit with secondary school involving a unit of work from science.* **Diet and Lifestyle** ***Note: Teach within the boundaries set by The State of Qatar*** • Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function. • Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments. – Recognise which secondary sources will be most useful to research their ideas and begin the separate opinion from fact (non-statutory). – planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. – Taking measurements, using a range of scientific equipment, with			creating effective composition. **Line:** How line is used beyond drawing and can be applied to other art forms. **Pattern:** Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. **Making skills:** -To know how different materials can be used to produce photorealistic artwork. -To know that macro photography is showing a subject as larger than it is in real life. -How to create a photomontage. -How to create artwork for a design brief. -How to use a camera or tablet for photography. -How to identify the parts of a camera. -How to take a macro photo, choosing an interesting composition. -How to manipulate a photograph using photo editing tools. -How to use drama and props to recreate imagery. -How to take a portrait photograph. -How to use a grid method to copy a photograph into a drawing. **Knowledge of artists:** -Artists can use symbols in their artwork to convey meaning. -Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. -Artists take risks to try out ideas; this can lead to new techniques being developed. **Evaluating and analysing:** -Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. -Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and	

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					increasing accuracy and precision, taking repeat readings when appropriate. – Using test results to make predictions to set up further comparative and fair tests.			opinions, which can be political or topical. -Art can be a digital art form, like photography. -People use art as a means to reflect on their unique characteristics. -Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a new way. -People can have varying ideas about the value of art.	
Spring 2							**North America** **Where is North America and what makes it unique?** -How to locate North America on a map. -Identifying the countries of North America. -Exploring the Rocky Mountains range. -The effects of the Mt St Helen's eruption. -Comparing the landscapes of US states. -Comparing New York with where we live. The largest country in North America is Canada, but the United States of America has the largest population. The most commonly spoken languages are English, French and Spanish. North America has many amazing physical features, including Niagara Falls on the border of Canada and the USA.		**Structures: Playgrounds** **Skills:** **-**Designing a playground featuring a variety of different structures, giving consideration to how the structures will be used. -Considering effective and ineffective designs. -Building a range of play apparatus structures drawing upon new and prior knowledge of structures. -Measuring, marking and cutting wood to create a range of structures. -Using a range of materials to reinforce and add decoration to structures. -Improving a design plan based on peer evaluation. -Testing and adapting a design to improve it as it is developed. -Identifying what makes a successful structure. **Knowledge:** **-**To know that structures can be strengthened by manipulating materials and shapes. -To understand what a 'footprint plan' is. -To understand that in the real world, design can impact users in positive and negative ways. -To know that a prototype is a cheap model to test a design idea. **Visit playparks (Al Dafna Park playground) to conduct research.*
Summer 1	**Fiction** Science Fiction **Non-fiction** Journal Entry **Poetry**	Suffix 'ably'- adorably, believably… Suffix 'ible'- forcible, horrible… Suffix 'ibly'- forcibly, horribly… Words ending in 'ent' and 'ence'- convenience,	Revise punctuation and standard English and vocabulary Recognising impersonal writing and using the passive voice to avoid personal references Using a colon to separate	**Geometry** • draw 2-D shapes using given dimensions and angles • compare and classify geometric shapes based on their properties and sizes • illustrate and name parts of circles, including radius,	**Variations** • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	**Crime and Punishment** -How the nature of crimes and punishments changed over 1000 years and be able to place the main ones in chronological order		**Sculpture and 3D: Making Memories** **Skills:** **Generating ideas:** -Draw upon their experience of creative work and their research to develop their own	

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	Cinquain	difference Words ending 'er', 'or' and 'ar'- calendar, computer Adverbs synonymous with determination- continually, determinedly… Adjectives used to describe settings- bustling, magnificent Adjectives used to describe feelings- apprehensive, delighted Adjectives to describe characters-amiable, courageous Grammar Vocabulary Mathematical Vocabulary	main clauses Recognising the word classes of homonyms in different contexts Introduce the use of the subjunctive form in very formal speech and writing Forming sentences containing more than one subordinate clause Using punctuation to clarify meaning and avoid ambiguity	diameter and circumference and know that the diameter is twice the radius • recognise, describe and build simple 3-D shapes, including making nets • find unknown angles in any triangles, quadrilaterals, and regular polygons • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles • describe positions on the full coordinate grid (all four quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes	• Working scientifically – Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory). – Recording data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs. **Adaptions** • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Working scientifically – Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact (non-statutory). – Identifying scientific evidence that has been used to support or refute ideas or arguments. – Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time (non-statutory). – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. **Fossils** • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments. – Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how	-How some punishments were introduced for a short time and then replaced with others e.g. the Bloody Code and Transportation -That society's attitude to crime has changed over time and has become less harsh -Some punishments that we think have been around for hundreds of years are relatively recent e.g. growth of prisons in Victorian times -Changes in society often bring about an increase in crime e.g. the growth of towns and cities in the early 19th century. -That new crimes are always appearing, such as cyber-crime, causing the police to learn new methods of dealing with it.		starting points for creative outcomes. **Using sketchbooks:** -Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. **Making skills:** -Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. -Combine materials and techniques appropriate to fit with ideas. -Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. **Knowledge of artists:** -Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. -Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. -Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. **Evaluating and analysing:** -Give reasoned evaluations of their own and others' work which takes account of context and intention. -Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. -Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. -Art doesn't have to be a literal representation of something; it can	

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					scientific ideas have developed over time (non-statutory). – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. **Themed Projects (Year 7 Ready)** **Sustainability Units of Work**			sometimes be imagined and abstract. -Art can represent abstract concepts, like memories and experiences. -Sometimes people make art to create reactions. -People use art as a means to reflect on their unique characteristics. **Knowledge:** **Formal elements:** **Colour:** Colours can be symbolic and have meanings that vary according to your culture or background, e.g. red for danger or for celebration. **Form:** The surface textures created by different materials can help suggest form in two-dimensional art work. **Shape:** How an understanding of shape and space can support creating effective composition. **Line:** How line is used beyond drawing and can be applied to other art forms. **Pattern:** Pattern can be created in many different ways, e.g. in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition. **Making skills:** -How to translate a 2D image into a 3D form. -How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). -How to manipulate cardboard to create different textures. -How to make a cardboard relief sculpture. -How to make visual notes to generate ideas for a final piece. -How to translate ideas into sculptural forms. **Knowledge of artists:** -Artists can use symbols in their artwork to convey meaning. -Art can be a form of protest. -Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal	

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								thoughts and opinions from that time. -Artists can use materials to respond to a feeling or idea in an abstract way. -Artists take risks to try out ideas; this can lead to new techniques being developed. -Artists can make work by collecting and combining ready-made objects to create 'assemblage'. **Evaluating and analysing:** -Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. -Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. -Sometimes people make art to create reactions. -People use art as a means to reflect on their unique characteristics.	
Summer 2							**Local Area Study** -Locating our local area in relation to other places. -Local, regional, national and international links to our local area. -Locating the key features of our local area. -Carrying out fieldwork in the local area to gather evidence of how a region is meeting its population's needs. -How to read and label an Ordnance Survey map with local sites. *Link to Qatar trade with a museum visit* **World Trade** -Why people trade with each other -What imports and exports are -How a global supply chain works The goods we buy come from all over the world There are many steps in a global supply chain before the goods get to us Transporting goods to and from the factory involves huge distances and needs careful planning		**Mechanical Systems: Automata Toys** **Skills:** **Design** -Noticing wider-reaching problems or needs in the community. -Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality. -Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design. **Make** -Producing lists of equipment, materials and tools that they need for a task. -Selecting materials, components or ingredients based on research or user needs. -Explaining their choices, referring to their research. -Considering which equipment will work well together. -Choosing from the known range of equipment available to them with little guidance.

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									-Assessing risks associated with different tools and equipment. -Understanding and explaining the importance of each safety rule. -Consistently apply safety instructions. -Cutting jelutong or other harder wood with a coping saw or a tenon saw in small groups. -Cutting in a back-and-forth sawing motion where appropriate. -In supervised groups, using hot glue guns safely. -Recognising that hot glue is useful for joining materials that need a strong bond that sets quickly. **Evaluate** -Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost. -Providing feedback that is helpful, specific and encouraging. -Incorporating feedback from peers or users to improve their product further, explaining the changes they made and the impact they had. **Knowledge:** **Technical knowledge:** **Mechanical systems** To know: -Which mechanisms are working together to make a mechanical system. -That there are different directions of movement. -That mechanisms can change one type of movement to another.