

## Year 6 Curriculum – Spring Term Overview

<p style="text-align: center;"><b>Religious Education 1</b> Peace</p> <p><b>Key questions: What does Peace mean for countries and the people living in them?</b> What is peace? What does peace mean in the world and to you? What does Peace mean for countries and the people living in them? What does Peace mean to Christians? How did Martin Luther King's attitude to peace change lives? How was Gandhi able to change attitudes peacefully? How do Muslims associate peace with Allah? Where do Buddhists get their ideas about peace from? How does the Tibetan Peace?</p> <p><b>Vocabulary: Vocabulary will depend on which faiths the teacher has decided to focus on for this unit.</b> peace/ful, conflict, ahimsa, salaam, asylum seeker, confrontation, shalom, Muslim, Buddhist, dharma chakra, bhava chakra, enlightenment, metta, interconnectedness, bodhisattva</p>	<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;"><b>A deep study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and allows them to discuss:</b> <b>How has society been shaped and formed in the post war period?</b> <b>What makes a civilised society? (Two Terms)</b></p> <p>Case study Impact of World War1/2 through: · Women's Roles · Suffragettes · Global War/Commonwealth · Windrush and Immigration · Holocaust · Welfare State/NHS</p> <p><b>Assessment Questions:</b> · <b>What makes a civilisation?</b> · <b>What does it mean to be civilised?</b> · <b>How has society been shaped and formed in the post war period?</b> · <b>How has (entre focus here) impacted on society and Government and changed the way in which we live our lives today?</b></p> <p><b>Key Questions</b> What do we know about civilisations and society? Draw on previous knowledge (recap on previous learning on Ancient Egypt, Ancient Greece, Stone Age etc to re-introduce this subject) · Are all civilisations the same? · Drawing on your knowledge of Ancient and Modern civilisations – How is our society civilised? · Where are these periods placed on the class global timeline? · Why was society affected and changed in Britain during/after the wars? · How and why did people's attitudes towards war change during this period? · What was (enter focus here) and what can we learn from this time to guide us today? · How have WW1 and WW2 impacted on society and Government and changed the way in which we live our lives today? (for each case study)</p> <p><b>Vocabulary:</b> Civilization, Society Governance Post War Land Army Suffragettes Commonwealth Windrush Migration Immigration Holocaust Monument Military Nationalism Propaganda Persecution Democracy Equality National Health Service Welfare State</p>	<p style="text-align: center;"><b>Religious Education 2</b> End of life's journey</p> <p><b>Key Questions:</b> <b>How can faith and belief provide some answers to life's most challenging and ultimate questions?</b> - How is life like a journey? · How do we feel when people leave us? · What do Christians believe happens after we die? · How does the Christian community respond to bereavement? · What do other faiths believe happens after we die? How do they respond to bereavement? · How do we remember people who have died?</p> <p><b>Vocabulary:</b> grief, service, healing, eulogy, grieving, loss, grave, death, sadness, reincarnation, gravestone, memorial, remembering, burial, bereaved, memorial, heaven, coffin</p>
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<p style="text-align: center;"><b>Computing</b> Online Safety</p> <p><b>Key Questions:</b> <b>How can we communicate safely online? How can we check content online is reliable? What are the different types of online scams?</b></p> <p><b>Vocabulary:</b> cyber bullying online crime agencies fake news phishing scams reliable digital footprint online reputation</p>	<p style="text-align: center;"><b>Geography</b> Key physical features of the continent of North America</p> <p><b>Key questions:</b> <b>What are the key physical features of North America? How has the 'Great Pacific Garbage Patch' formed and what are we doing about it? How do humans effect the planet we live on?</b> -Where is North America? · How have humans affected the geography of North America? · What is the population of North America? · What are the biggest capital cities? · What languages are spoken and why? · Where do people live and why? · How do people earn a living and why? · What are the natural resources and how are they distributed</p> <p><b>Focus on:</b> The Rockies, Mississippi River, Natural Disasters-Hurricanes, flooding, volcanoes, earthquakes</p> <p><b>Vocabulary:</b> Canada, Mexico, Greenland, Pacific Ring, first nations, Hawaii, population, Ocean Summit, The Rockies, Mississippi River, Great Pacific Garbage Patch, human impact, natural disaster, flood</p>
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<p style="text-align: center;"><b>RHE</b> Safety, health and wellbeing</p> <p><b>Key Questions:</b> <b>How does the media shape our lives?</b> To understand and explore how the media does not always reflect reality. <b>What is freedom of speech?</b></p>	<p style="text-align: center;"><b>Daily Routines</b></p> <p><b>Key Focus:</b> Ask and talk about daily routine, using times</p> <p><b>Key questions:</b> <b>Can you record a partner's daily routines with the correct times/order?</b></p> <p><b>Vocabulary:</b> Ma journée. À... une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq ... Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche</p>	<p style="text-align: center;"><b>MFL</b></p> <p><b>Journeys</b> <b>Key Focus:</b> Forms of transport, Ask and talk about where you're going and how you get there, Planning a trip, Buying tickets</p> <p><b>Key Questions:</b> <b>Can you identify differences and similarities between French and English grammar?</b> Can you role play the purchase of a train ticket?</p> <p><b>Vocabulary:</b> Où vas-tu? Je vais à l'école... en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau Je vais... à la boulangerie, au marché, à la piscine, au centre sportif, au château, au jardin public, au supermarché, à l'école en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau. D'abord... ensuite... enfin... Je vais/On va... regarder un film, visiter un parc d'attractions, nager, faire la fête, faire les manèges, prendre le train, prendre To write familiar complex sentences from memory, changing words to create new sentences To write and say a complex sentence manipulating familiar language to describe people, places, things and actions, maybe using a dictionary To write phrases from memory and adapt these to create new sentences and to express ideas clearly Key questions Can you count forwards and backwards from any number up to 80? Can you ask and solve simple mathematical equations in French? Can you discuss your contrasting likes, dislikes with a peer and report back to a third party? Can you identify differences and similarities between French and English grammar? Can you record a partner's daily routines with the correct times/order? Can children role play the purchase of a train ticket? Can children debate their sporting preferences? Can children plan a holiday? l'avion, acheter des souvenirs, faire du ski, faire du bateau, faire du sport, faire du vélo, voir mes grands-parents Bonjour [Mademoiselle]. Bonjour [Monsieur]. Je voudrais des billets pour [Paris]. Combien de billets? [Quatre] billets: [un] adulte et [trois] enfants. Aller-retour ou aller simple? [Aller-retour] s'il vous plaît. C'est</p>	<p style="text-align: center;"><b>Physical Education</b> Netball</p> <p>Confidently position bodies to receive objects and demonstrate coordination when receiving. Have a good awareness of positions on the court or pitch and stay in space to gain</p>	<p style="text-align: center;"><b>Physical Education</b> Ball skills</p> <p>Apply a range of different techniques to send objects. Select which pass suit the situation. Develop accuracy and length of pass and use the correct technique to match the scenario.</p>
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		combien? C'est [trente-cinq] euros. Le train part à quelle heure? Le train part à [dix heures et demie]. Merci [Monsieur]. Au revoir. Au revoir. Bon voyage!	advantage for their team.	
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Music		Science		Art
<p><b>Rhythm</b>  <b>Key Questions:</b>            How can you apply your knowledge of rhythm to a performance?  <b>Vocabulary:</b> composition, improvisation, notation</p> <p><b>Melody/Use of Voice</b>  <b>Key Questions:</b>            Which musical techniques can you employ within a performance to make it effective?  <b>Vocabulary:</b> solo, duet, ensemble</p> <p><b>Listening and Appraising</b>  <b>Key Questions:</b>            Why would it not be appropriate to have part music at a funeral? Why is it important to have dynamics in music?  <b>Vocabulary:</b> tone, dynamics, sombre</p> <p>To start to become aware of basic chord progressions <b>Vocabulary:</b> Chord progression</p> <p><b>History</b>  <b>Key Questions:</b>            How is music used in different religions and cultures?  <b>Vocabulary:</b> society, propaganda, culture</p> <p><b>Composing</b>  <b>Key Questions:</b>            What is a fanfare? What notes are a fanfare made up of?            What instruments usually play a fanfare? Why was a fanfare created?  <b>Vocabulary:</b> Fanfare</p> <p><b>Performance</b>  <b>Key Questions:</b>            Why makes a successful performance? What are the most important elements of performance that you have learned?  <b>Vocabulary:</b> Solo, group, performance, ensembles, improvisation</p>	<p><b>Animals including Humans</b>  <b>Circulatory System and Nutrition</b>  <b>Key Questions:</b>  <b>How do you take care of your body?</b>  <b>What are the key features of the circulatory system? Describe the effects of diet, exercise, drugs and lifestyle on how the body functions</b>  <b>Vocabulary:</b>            Circulatory system, heart, pulse, rate, blood vessels, oxygen, carbon dioxide, lungs  <b>Scientific working procedural knowledge:</b>            Observe, Predict, Experiment, Conclude, Apply</p>	<p><b>Living Things and their Habitats</b>            Micro- Organisms            Classification, Evolution and Adaptation  <b>Key Questions:</b>  <b>Why do scientists need to classify? Are we still evolving? What criteria can we use to classify?</b>  <b>Vocabulary:</b>            insects, spiders, micro-organisms, arachnid, mollusk, crustacean, fungus  <b>Scientific working procedural knowledge:</b>            Observe, Predict, Experiment, Conclude, Apply</p>	<p><b>Individuality</b>  <b>Pop Art – Andy Warhol, Peter Blake, Roy Lichtenstein</b></p> <p><b>Drawing</b>  <b>Key Questions:</b>  <b>How is line used to show the proportions of the human figure? Can you identify positive and negative space in this drawing?</b>  <b>Vocabulary:</b> pproportion, maquette, negative / positive space</p> <p><b>Painting</b>  <b>Key Questions:</b>  <b>What is Pop Art? How and why have complimentary colours been used in this Pop Art work? Which colours will you choose?</b>  <b>Vocabulary:</b> primary secondary tertiary, hues, tint, shade, tone, complimentary</p>	