

## YEAR 6

### Autumn Term

Leading the Way (RE, PSHE) 4 weeks	Keeping healthy (Science, PSHE, ) 4 weeks	Christmas
<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• To reflect upon what defines wisdom.</li> <li>• To reflect upon how and why individuals are seen as sources of wisdom (e.g. Dalai Lama, Martin Luther King Jr, Gandhi)</li> <li>• To understand why the Buddha, the Dharma and the Sangha are seen as the Three Jewels for some Buddhists</li> <li>• To discuss what might be the most difficult aspect of being a Buddhist in Britain today</li> <li>• To consider why it is important to have personal heroes.</li> <li>• To consider what qualities leaders need to have.</li> <li>• To share developing views about fairness, equality, love, caring, sharing and human rights.</li> </ul>	<p><b>DT</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products</li> <li>• Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>• Generate, develop, model and communicate their ideas through annotated sketches and pattern pieces</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• To understand and apply the principles of a healthy and varied diet.</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• <i>Recognising the negative effect of peer-pressure – especially in connection to transition to secondary school. Exploring a range of scenarios where positive assertive behaviour and seeking advice/help may be necessary. Understanding the importance of taking responsibility for their own body and behaviour.</i></li> </ul> <p><b>Drug education</b></p> <ul style="list-style-type: none"> <li>• <i>To know that some substances are illegal and have some understanding of their effects and risks.</i></li> <li>• <i>To know which commonly available drugs and substances are legal and illegal and their effects and risks.</i></li> <li>• <i>Understand that pressure to take harmful or illegal substances may come from people that they know.</i></li> <li>• Practice basic emergency first aid procedures.</li> </ul>	<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• To understand the difference between sacred and secular Christmas.</li> </ul>

	<p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	
<p><b>SPRING TERM</b></p>		
<p><b>World War Two</b></p>	<p><b>Viewing our World</b></p>	
<p><b>ART</b></p> <ul style="list-style-type: none"> <li>• To use perspective to draw landscapes (drawing)</li> <li>• Use techniques, colours, tools and effects to represent things seen, remembered or imagined including watercolour (painting)</li> <li>• Revisit initial ideas to develop a final piece Suggested artist with cross curricular links: WW2 Propaganda artists (Available to view on Imperial War Museum Website) Coco Chanel (Post war fashion designer)</li> <li>• Evaluate and analyse the creative works using language of art.</li> <li>• To use a variety of stitches including cross stitch, straight stitch and back stitch to create designs (textiles/collages/printing)</li> <li>• To screen print (textiles/collages/printing)</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul>	<p><b>ART</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate tools and media to compose a self portrait.</li> <li>• Focus on one area (eyes/mouth)</li> <li>• Use a range of materials to produce line, tone and shade (drawing)</li> <li>• Evaluate a final piece (suggest improvements, effectiveness, media used)</li> </ul> <p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• <i>Exploring effect of stereotyping and media influences on body image and social inclusion.</i></li> <li>• <i>Cyber safety – social media</i></li> </ul> <p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines</li> <li>• 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</li> <li>• 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</li> </ul>	

<ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>• Select from and use a wider range of materials and components, including textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. (stitch pattern pieces)</li> </ul> <p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the United Kingdom.</li> <li>• Know key topographical features including land-use patterns; understanding how some of these aspects have changed over time.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	
<b>SUMMER TERM</b>		
<b>Living things and evolution</b>	<b>Rivers and settlements</b>	<b>Electricity</b>
<p><b>RE</b></p> <ul style="list-style-type: none"> <li>• To debate and discuss why people have different ideas about God. (e.g. what God is like).</li> <li>• To understand what different religious and non-religious groups believe about life after death.</li> <li>• To consider whether creation and science contradict or complement each other.</li> </ul>	<p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>• Know the geographical regions within the UK and their identifying human and physical characteristics.</li> <li>• Know key topographical features including key rivers and mountain ranges in the UK and land-use patterns; understanding how some of these aspects have changed over time.</li> <li>• Deepen an understanding of the interaction between physical and human processes</li> <li>• To understand geographical similarities and differences and change through the study of human and physical geography of a region in the UK.</li> </ul>	<p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• 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</li> </ul>

- To discuss how people find answers to religious questions if they reject religion.

SCIENCE

- 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
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the 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 adaptation may lead to evolution.

GEOGRAPHY

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.

English link- Stories from Other Cultures

- Describe and understand key aspects of mountains, rivers and the water cycle.
- Describe and understand key aspects of human geography including economic activity including trade links, the distribution of natural resources including energy, food, minerals and water.
- Use maps, atlases and digital/computer mapping to locate areas of the UK and describe features studied.
- Use 6 figure grid references with the teaching of latitude and longitude in depth.
- Use the eight points of a compass and 4 figure grid references symbols and key (the use of Ordnance Survey maps must be used) to build knowledge of the United Kingdom. (consolidate previous learning)
- Use fieldwork to observe, measure and record and present the human and physical features in the local area and on residential trips using a range of methods, including sketch maps, plans and graphs, and digital technologies.
- Focus area – Rivers and greenlands
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- Use recognised symbols when representing a simple circuit in a diagram.

Growing up and moving on		
<p>RE</p> <ul style="list-style-type: none"> <li>To describe, make connects and reflect upon how Humanists mark rites of passage (e.g. birth, marriage, death).</li> </ul> <p>PSHE</p> <ul style="list-style-type: none"> <li>To look forward to, plan for and cope with transition to secondary school – to include; <ul style="list-style-type: none"> <li>a) asking questions and use research in order to collect information to enable responsible choices and actions.</li> <li>b) thinking about making new relationships as they grow older.</li> <li>c) To review personal experiences as a basis for setting new targets – moving on – hopes and aspirations – exploring skills needed to achieve targets in future.</li> </ul> </li> <li><i>To know about human sexuality and that it is expressed in different ways, understanding what this means and have some words to describe it. Respect for others and self and positive language and behaviours. To appreciate different ways of loving and its importance to a range of relationships.</i></li> <li><i>Exploring ranges of feelings both physical and emotional linking to onset of puberty.</i></li> <li><i>Recognising that there are variations in physical and emotional development</i></li> <li><i>Recognising the negative effect of peer-pressure – especially in connection to transition to secondary school. Exploring a range of scenarios where positive assertive</i></li> </ul>		

*behaviour and seeking advice/help may be necessary. Understanding the importance of taking responsibility for their own body and behaviour.*

SCIENCE

- Describe the life process of reproduction in some animals.

DT

- Prepare and cook a savoury dish (baking).

Science working scientifically objectives

Geog

History

Music