

Year 6 Curriculum – Spring Term Overview						
Key Concepts: Civilisation, Society, Influence, Culture						
<p><b>Religious Education 1</b> <b>Peace</b></p> <p><b>Key questions: Please note: Key questions will depend on which faiths the teacher has decided to focus on for this unit.</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? <b>Vocabulary:</b> peace/ful, conflict, ahimsa, salaam asylum seeker, confrontation, shalom, Muslim</p>		<p><b>History</b> <b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p><b>Civilisation - What makes a civilisation? Case Study – War What was the impact of WW1/2 on the UK and the modern civilization? (Two Terms)</b> <b>Key Questions:</b> <b>'connections and trends over time' What makes a civilisation?</b> What is a civilisation? Are all civilisations the same? How has the idea of civilisation changed over time? What is the role of religion on civilisation? Drawing on your knowledge of Ancient and Modern civilisations – How is our society civilised? <b>Case Study – World War 1/2</b> <b>'connections, causes and consequences' What was the impact of WW1/2 on the UK and the modern civilization?</b> <b>Key Questions</b> What were the most significant reasons for WW1/2? Why was society affected and changed in Britain during/after the wars? How and why did people attitudes towards war change during this period? How were images manipulated during war and what was the impact of propaganda on society? Why is it important to remember WW1 and II? How have WW1 and WWII impacted on the way in which we live our lives today? <b>Vocabulary:</b> Artillery, alliances, Blitz, conscientious dictator, evacuation, home front, Holocaust, monument, military, nationalism objector propaganda, persecution, trench, conquest, democracy, government, significance</p>		<p><b>Religious Education 2</b> <b>End of life's journey</b></p> <p><b>There are no key questions for this unit</b> <b>Vocabulary:</b> grief, service, healing, eulogy, grieving, loss grave, death, sadness, reincarnation gravestone, memorial remembering burial, bereaved, memorial, heaven, coffin</p>		
<p><b>Computing</b> <b>Online Safety</b></p> <p>Online Safety including positive digital footprints, Potential risks, grooming, radicalization, gang crime and Cyber bullying <b>Key Questions:</b> How can we communicate safely online? How can we check content online is reliable? What are the different types of online scams? <b>Vocabulary:</b> cyber bullying online crime agencies fake news phishing scams reliable digital footprint online reputation</p>		<p><b>Geography</b> <b>Key physical features of the continent of North America</b></p> <p><b>Key questions:</b> <b>Where is North America?</b> <b>What are the key physical features of North America?</b> <b>Focus on:</b> The Rockies, Mississippi River, Natural Disasters-Hurricanes, flooding, volcanoes, earthquakes <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>		<p><b>Design Technology- No focus this term</b></p>		
<p><b>RHE 1</b></p> <p>Key Question: How did the Nazis justify their actions in WW2? (If not studying WW2 – How do people justify their actions in war? ) Key Learning: To justify my actions Suggested Text: Rose Blanche by Ian McEwan and Roberto Innocenti</p>	<p><b>RHE 2</b> <b>Safety, health and well-being</b></p> <p>Key question: How does the media shape our lives? To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly</p>	<p><b>MFL</b></p> <p><b>Daily Routines</b></p> <p><b>Key Focus:</b> Talk about daily routine, using times <b>Key questions:</b> <b>Can you record a partner's daily routines with the correct times/order?</b></p> <p><b>Journeys</b></p> <p><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 <b>Key Questions:</b> <b>Can children plan a holiday? Can children role play buying a train ticket?</b></p>		<p><b>Physical Education 1</b> <b>Focus: Volley Ball</b></p> <p><b>Key Questions:</b> <b>Do you use different techniques to pass in different scenarios? How do position your body and predict the flight the ball?</b></p> <p><b>Vocabulary:</b> <b>Space Agility Balance Changing Direction Speed Side stepping Dodging Movement Attacking Defending Positioning Communication Passing</b></p>	<p><b>Physical Education 2</b> <b>Focus: Fitness Circuits</b></p> <p><b>Key Questions: How do you prepare your body for exercise?</b> <b>What are the long and short term effects to physical activity?</b> <b>What positive effects are there to exercising regularly?</b></p> <p><b>Vocabulary: Warm Up Blood Lungs Heart Muscles Dynamic Static</b></p>	
<p><b>Music</b></p> <p><b>Rhythm</b></p> <p><b>Key Questions:</b> How can you apply your knowledge of rhythm to a performance? <b>Vocabulary:</b> composition, improvisation, notation <b>Melody/Use of Voice</b></p> <p><b>Key Questions:</b> Which musical techniques can you employ within a performance to make it effective? <b>Vocabulary:</b> solo, duet, ensemble <b>Listening and Appraising</b></p> <p><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 , Chord progression</p>			<p><b>History</b></p> <p><b>Key Questions:</b> How is music used in different religions and cultures? <b>Vocabulary:</b> society, propaganda, culture <b>Composing</b></p> <p><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 <b>Performance</b></p> <p><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>Science</b></p> <p><b>Animals including Humans</b> <b>Circulatory System and Nutrition</b> <b>Key Questions:</b> How do you take care of your body? What are they main parts of the circulatory system? <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>Art</b></p> <p><b>Silhouettes –Pop Art – Andy Warhol</b></p> <p><b>Drawing</b> <b>Key Questions:</b> How is line used to show the proportions of the human figure? Can you identify positive and negative space in this drawing? <b>Vocabulary:</b> proportion, maquette, negative / positive space, <b>Painting</b> <b>Key Questions:</b> What is Pop Art? How and why have complimentary colours been used in this Pop Art work? Which colours will you choose? <b>Vocabulary:</b> primary secondary tertiary, hues, tint, shade, tone, complimentary</p>