

## Year 6 Curriculum – Summer Term Overview

<p style="text-align: center;"><b>Religious Education 1</b> <b>Religious Education 2</b></p> <p style="text-align: center;">End of life's journey</p> <p>There are no key questions for this unit</p> <p><b>Vocabulary:</b> grief, service, healing, eulogy, grieving, loss grave, death, sadness, reincarnation gravestone, memorial remembering burial, bereaved, memorial, heaven, coffin</p>	<p style="text-align: center;"><b>History</b></p> <p style="text-align: center;">A deep study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and allows them to discuss: <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 style="text-align: center;">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> ·What makes a civilisation? ·What does it mean to be civilised? ·How has society been shaped and formed in the post war period?</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> <b>Understanding Faith in RBG.</b></p> <p><b>Assessment Question</b> How has life in Greenwich been enriched by the diversity of the faiths and beliefs that make up the borough?</p> <p><b>Key questions</b> · What can we discover about the faiths and beliefs in our class and school? · What can we discover about the faiths and beliefs in the local community and Greenwich? How have faith and belief communities in Greenwich changed over the past 50 years? What are the reasons for changes in these communities in Greenwich?</p> <p><b>Vocabulary:</b> broader community ,enriched, diversity ,values ,commitments ,meaning ,purpose, truth, identify, belonging enquiry</p>	
<p style="text-align: center;"><b>Computing</b> <b>Computer Science</b></p> <p><b>Key Questions:</b> What are the similarities of using text-based coding languages and visual programming? (i.e. Python and Swift) What programming techniques could you use to debug a program?</p> <p><b>Vocabulary:</b> Design, algorithm, pseudocode, text based coding, decomposition, program, function, while loop, conditional code, Boolean, logical, operator</p>	<p style="text-align: center;"><b>Geography</b></p> <p style="text-align: center;"><b>Human and physical geography: the 'Great Pacific Garbage Patch</b></p> <p>Drawing upon understanding of human impact on the world : climate change and pollution.</p> <p><b>Key questions:</b> How has the 'Great Pacific Garbage Patch' formed and what are we doing about it? How do humans effect the planet we live on? What is climate change? What causes climate change? How does climate change effect the planet? How does climate change effect people? How are people coping with climate change? The Rockies, Mississippi River, Natural Disasters-Hurricanes, flooding, volcanoes, earthquakes</p> <p><b>Vocabulary:</b> Fossil fuels, sea-level, extinct, plastic waste, Great Pacific Garbage Patch, Gyre</p>		
<p style="text-align: center;"><b>RHE</b> <b>Sex and Relationship Education</b></p> <p><b>Key Questions:</b> What skills will you apply to establishing a new relationship in secondary</p>	<p style="text-align: center;"><b>MFL</b></p> <p style="text-align: center;"><b>Trransport and Conversations</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</p> <p><b>Key Questions:</b> <b>Can you identify differences and similarities between French and English grammar?</b> 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 children role play the purchase of a train ticket? Can children plan a holiday?</p>		<p style="text-align: center;"><b>Physical Education</b> Cricket:</p> <p>Demonstrate different batting techniques and consistently strike a moving ball. Apply fundamental movement skills, of throwing, catching, rolling and stopping to fielding drills. Identify correct technique to perform an overarm bowl.</p>

**school and later life?**

Personal boundaries and the right to say no.  
How their body will, and their emotions may, change as they approach and move through puberty  
Boundaries and bullying; in relationships and at home.  
Who to talk to/ go to for help (include helpline contacts)  
Transitions between schools and understanding /establishing boundaries in a new environment.

**Living In The Wider World**

How can we respect our natural world and ensure it is protected for future generations?

**Vocabulary:**

Ask and talk about regular activities  
Say what you do and don't do (using negatives)  
Ask and say what other people do  
Ask and talk about prices (including numbers 60-80)  
Ask and talk about routine, using times  
Ask for food in a café  
Forms of transport  
Ask and talk about where you're going and how you get there  
Planning a trip

**Physical Education**

**Netball:**

To understand the different positions in netball and the different areas players can be in.  
To state the difference between attacking skills and defending skills.  
To look at different strategic attack formations and defence formations.  
To play a game of netball incorporating all the rules.

Music	Science		Art
<p><b>Rhythm</b>  <b>Key Questions:</b>            What is a polyrhythm?  <b>Vocabulary:</b> Polyrhythms Composition Improvisation Notation  <b>Melody/Use of Voice</b>  <b>Key Questions:</b>            What is a counter-melody? What effect does a counter melody have on the overall melody of a piece?  <b>Vocabulary:</b> 2-part singing 3-part singing Counter melody Solo Duet Ensemble  <b>Listening and Appraising</b>  <b>Key Questions:</b>            Why is it important to have dynamics in music?  <b>Vocabulary:</b> tone, dynamics, sombre            Tone Dynamics Sombre Crescendo Legato Staccato  <b>History</b>  <b>Key Questions:</b>            How can music be used to understand periods of historical significance? EG reflect the time/environment in which it was created?  <b>Vocabulary:</b> Society Propaganda Culture</p> <p><b>Composing</b>  <b>Key Questions:</b>            Why is it important to have dynamics in music?  <b>Vocabulary:</b> Fanfare  <b>Performance</b>  <b>Key Questions:</b>            What are the most important elements of performance that you have learned?  <b>Vocabulary:</b> Solo, group, performance, ensembles, improvisation</p>	<p><b>Evolution and Adaptation</b>  <b>Key Questions:</b>  <a href="#">What is the evidence for evolution?</a>            Are we still evolving?  <b>Vocabulary:</b>            Evolution, environment, adaptation, variation, inheritance, species  <b>Scientific working procedural knowledge:</b>            Observe, Predict, Experiment, Conclude, Apply</p>	<p><b>Living Things and their Habitats</b>  <b>Key Questions:</b>  <a href="#">Why do scientists need to classify?</a>            What criteria can we use to classify?  <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>Banners and Campaign posters</b>  <b>Printing</b>            Batik or screen printing on cloth to create banners and campaign posters. Use stencils and ink to create own campaign banners.</p> <p><b>Key Questions:</b>  <a href="#">How would you develop ideas further?</a>  <b>Vocabulary:</b> Jtanti tools Batik Dye Screen printing Stencil Negative space Positive space</p>