Year 6 Curriculum – Summer Term Overview

Religious Education

Human and Social Science: How do beliefs shape identity for Muslims?

Children will learn about:

· The ways in which the Qur'an and Hadith form a source of authority
· Key distinctions between the two main Muslim traditions (Sunni and Shia)
· Muslim perspectives on moral issues including the idea of 'intention'
· The role of the Masjid (mosque)
· The significance and impact of Five Pillars of Islam.
· The importance of Ramadan, the two Eid festivals and Jummah Prayers

Vocabulary:

Caliph, Hadith, Imam, Jummah, Mecca, Medina, Shia, Sunni

History

Ancient Greece

A study of Ancient Greek life, key achievements and their influences on the western world - look to Culture and Society: Philosophy, Religion, Democracy, Arts and Drama (Myths)

Key questions:

Where is this period placed on the class global timeline?
What were the key characteristics of life in Ancient Greece?
Role of Women, Religion, Olympics, Democracy
What can we learn about Ancient Greece culture and religion from their myths?
How did the creation of democracy impact on modern day?
Why is it so difficult to know about Ancient Greece?

Assessment questions:

How have the Ancient Greeks impacted on our lives today?

Vocabulary:

Acropolis, Alexander the Great, Aristotle, Archaeology, Athens, City-state, Civilisation, Democracy, Empire, Government, Olympics, Parthenon, Plato

Computing 1

Programming B – Sensing movement

This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.

Computing 2

Using the microbit for primary and secondary transition

Using the micro:bit and Make code environment, this transition project aims to support students moving from Key Stage 2 to Key Stage 3, facilitating a smooth progression between primary and secondary computing education. This unit ensures curriculum continuity by aligning teaching approaches and learning objectives between the two stages, whilst also familiarising students with the new school environment, teachers, and classmates. Additionally, it challenges students academically, which subsequently prepares them for the challenges of KS3, allowing them to adjust gradually and build confidence.

Geography

The Great Pacific Garbage Patch

How do humans effect the planet we live on and what are we doing about it?

Fieldwork – Local Area combating climate change

Knowledge:

To gain an understanding of the human impact on our world focusing on a region of North America.
To understand the impact of human geography on the environment.

Key questions:

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?
How can we prevent climate change?
What is the world doing about ocean's plastic? (locally and globally)

Assessment Questions:

How has the 'Great Pacific Garbage Patch' formed and what are we doing about it?
How do humans effect the planet we live on?

Vocabulary:

Climate:
Fossil fuels, sea-level, extinct, plastic waste, Great Pacific Garbage Patch, Gyre human impact,
Fieldwork:
Renewal energy Solar Wind Hydro Electric Charging Green Space

PSHE 1 **Relationships** **Different relationships, changing and growing, adulthood, independence, moving to secondary school** **Key question:** What will change as we become more independent? **Vocabulary:** Trolling, Consent, FGM, Transgender, Choice **No Outsiders 6.5 Key learning - To show acceptance Suggested Text: Introducing Teddy by Jessica Walton and Dougal MacPherson**	**PSHE 2** **Relationships** **Different relationships, changing and growing, adulthood, independence, moving to secondary school** **Key question:** How do we change as we grow? **Vocabulary:** Bereavement, Conception, Fertilisation, Pregnancy, Sexual intercourse, Twins, Fostering, Adoption, Intimacy, Consent, Internet Safety, Contraception **No Outsiders 6.5 Key learning - To consider democracy Suggested Text: A Day in the Life of Marlon Bundo by Marlon Bundo with Jill Twiss**	**MFL – French** **Planning a French holiday** Conjugate aller. Form the simple future tense: aller + infinitive Holiday vocab – la valise, le passport etc. **Visiting a town in France** *Directions – a gauche. À droite, allez tout droit,* *Un parc, une musée, une piscine..*	**Physical Education 1** **OAA Team Building** **Children will:** Take part in outdoor and adventurous activity challenges both individually and within a team. **Physical Education 2** **Rounders** **Children will:** Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
Music 1 **Improvise with Confidence** **How Does Music Shape Our Way of Life?** **Musical learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C♯, D, E, F, F♯, G, G♯, A♭, A, B♭, B **Music 2** **Farewell Tour** **How Does Music Connect Us with the Environment?** **Musical learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, C♯, D, E, F, F♯, G, G♯, A♭, A, B♭, B	**Science** **Living Things and their Habitats** **Key question:** Why do scientists need to classify **Assessment Question:** **How do scientists use observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods?** **Vocabulary:** insects, micro-organisms, arachnid, mollusc, crustacean, fungus		**Art** **Henry Moore** **A focus on figures and the representation of them through sculpture.** Children will know about Henry Moore and Barbara Hepworth and understand the historical and cultural development of their art forms. **Key questions:** How would you develop ideas further? Can you annotate your finished piece? Is this what you intended? What did you find difficult? How are lines used to show the proportions of the human figure? Can you identify positive and negative space in this drawing? How will we achieve a smooth finish in Modroc work? Why is it important to do preliminary sketches before we begin sculptures? What is an armature and why is it needed? **Vocabulary:** Drawing: Proportion, Maquette(small model), negative space, positive space Painting: Primary, Secondary, tertiary, hues, tint, shade, tone, Complimentary Sculpture: Assembling, armature, mod roc, form