Year 6 - Term 3 and 4

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| Topic Title – **Ancient Egypt** |
| Science**Context – Animals including humans (Term 3 and 4)**Key Skills/Objectives- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -Describe the ways in which nutrients and water are transported within animals, including humans.Key Skills:* Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests
* Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
* Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questionsKey Skills:* Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests
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 | GeographyEnquiry questions:* **How does a river shape the surrounding landscape?**
* **Why are settlements often built close to rivers?**

**Context – Locational knowledge** (name and locate the world’s rivers concentrating on key human and physical characteristics, topographical features of rivers, and land-use patterns, including change over time; understand geographical similarities and differences of rivers within the UK and the world)**Physical and Human geography** (describe and understand key aspects of rivers and the water cycle; distribution of natural resources including water; types of settlement and land use; economic activity including trade links)**Geographical skills and fieldwork** (use maps and digital/computer mapping to locate countriesand describe features studied)**Overall context:** Understand how rivers are formed, understand the features of a river and how the surrounding landscape changes from source to mouth, understand the factors that cause rivers to flood and what happens to the physical environment when flooding occurs, name and locate give longest rivers in the UK, use OS maps to identify and use key features, interpret an OS map to answer questions about rivers, identify physical characteristics of key rivers and how these shape the surrounding landscape (UK – Thames, Cuckmere (local area), plus River Nile in Egypt), understand why people may choose to settle near rivers, identify and explain features of a waterfall and how waterfalls are formed, compare and contrast waterfalls with global significance (UK: Gaping Gill, High Force; Global: Angel Falls in South America, Niagra Falls in North America), identify and understanding key topographical features (hills, mountains and rivers) as well as land-use patterns, explain how some of these aspects have changed over time Key Skills:* Explain different ways topography shows rivers are shown on a map.
* Use different maps to locate key rivers of the world, as well as Ancient Egypt (topic link)
* Make reasoned judgements to explain the features and characteristics of rivers
* Identify and explain tributary, flow, riverbank, mouth (delta), source, headwaters, floodplains, wetlands, channel
* Reach informed conclusions about how rivers are formed
* Hypothesise and make reasoned judgements about why people might settle near rivers
* Find and describe key features of rivers and the water cycle (waterfalls)
* Draw/use maps and plans at a range of scales
* Use keys, grid references and 4/6 figure co-ordinates to locate features on a map
* Describe and discuss how and why people live in a area
* Comparison of two locations and their place in the world today
 | HistoryEnquiry questions:* **How did Ancient Egyptian beliefs impact daily life?**

**Overall focus:** Looking through the discoveries ofEgyptologists to understand what life was like over 2000 years ago. Focusing on the role of Pharaohs and influence. Exploring the purpose of Pyramids and how these were built and their influence in the modern world. Key Skills:* Independently sequence key events, objects, themes, societies and people in Egypt using dates, period labels and terms.
* Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance
* Explain the role and significance of different causes and effects of a range of events and developments
* **Construct** informed responses that involve thoughtful selection and organisation of relevant historical information
* Make confident use of a variety of sources for independent research
* **Evaluate** evidence to choose the most reliable forms.
* Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
* Compare similarities, differences and changes within and across the periods studied.
* Investigate own lines of enquiry by posing questions to answer
* Reach a valid and substantiated conclusion to an enquiry
* Describe the achievements of an early civilisation (Ancient Egypt)
* Sequence key events, themes, societies and people using dates, period lables and terms
* Identify and compare changes within and across different periods
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| Art and design**Context – Gustav Klimt (Term 3)****Skills: Printing and Collage**Using the artwork of Gustav Klimt, learners will explore artwork linked to the theme of symbolism. They will study the work in detail, focusing on key elements including composition, pattern and colour. They will explore influences and ideas that inspired the artist (including topic links with Ancient Egyptian patterns and hieroglyphics). They will also explore different printing and collage techniques, applying these to their own compositions. Learners will then build up to producing their own final composition in the style of Klimt.Key skills:* Study other artists’ work and experiment with their style
* Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
* Make comments on ideas/methods/approaches used in own work and others work
* Use a variety of source material for their work.
* Question and make thoughtful observations about starting points and select ideas and processes to use in their work.
* Work on preliminary studies to test media and materials.
* Create imaginative work from a variety of sources.
* Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape
* Describe varied techniques.
* Be familiar with layering prints.
* Be confident with printing on different paper.
* Alter and modify work.
* Work relatively independently.
* Use different techniques, colours and textures etc when designing and making pieces of work.
* To be expressive and analytical to adapt, extend and justify their work.
 | Design Technology**Context – Mechanisms: Cranes (Term 4)**Children will be exploring how cranes are made, how they are used and how they impact modern urban landscape. Understanding the origins of cranes and mechanisms involves going back to the Ancient Egyptian times and understanding how they built such large structures with limited technology. Children will research and investigate to design their own crane to meet a set brief, carrying out purposeful evaluations throughout the process. The finished crane will then be put to the test and a final evaluation completed. Key skills:* Understand and use mechanical systems in products (e.g. gears, pulleys, cams, levers and linkages)
* Refine product after testing, considering aesthetics, functionality and purpose
* Incorporate hydraulics and pneumatics
* Be confident to try new/different ideas
* Use cams, pulleys and gears to create movement
* Consider needs/wants of individuals/groups when designing and ensure a product is fit for purpose
* Produce a logical, realistic plan and explain it to others.
* Use annotated sketches and their own templates
* Make design decisions considering time and resources.
* Design products with a clear purpose
* Communicate ideas through discussions, explanations and drawings
* Explore and use suitable materials
* Select materials carefully, considering intended use of product and appearance
* Measure accurately enough to ensure precision
* Ensure product is strong and fit for purpose
* Shape and mould materials to match purpose/design
* Create and build products
* Test products with a focus audience
* Evaluate the quality of design while designing and making
* Evaluate ideas and their finished product against the specification, considering purpose and appearance.
 | Computing**Context – Programming: Microbit (Term 3)Creating media: webpages (Term 4)E-safety: Online reputation; Copyright & ownership; Privacy & security**Key Skills:* To create a program to run on a controllable device
* To explain that selection can control the flow of a program
* To update a variable with a user input
* To use a conditional statement to compare a variable to a value
* To design a project that uses inputs and outputs on a controllable device
* To develop a program to use inputs and outputs on a controllable device
* To review an existing website and consider its structure
* To plan the features of a web page
* To consider the ownership and use of images (copyright)
* To recognise the need to preview pages
* To outline the need for a navigation path
* To recognise the implications of linking to content owned by other people
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| French**A L’ÉCOLE**• Name the subjects we study in school in French with the correct definite article/determiner. • Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. • Start to tell the time by learning how to say time by the hour. • Say at what time we study certain subjects at school.**Key Skills:**To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics, not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.**Key vocabulary:**10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question est-ce que tu aimes…? and a variety of justifications to expand the opinion given in reply.**Healthy Lifestyles:**• Say and write what we eat and drink to stay healthy. • Say and write what we do not eat and drink to stay healthy. • Say and write the activities we do and do not do to stay in shape including a choice of physical activities. • Follow a simple, healthy recipe in French**Key Skills:**To be able to say and write in more detail what is necessary to maintain a healthy lifestyle. Which healthy options to eat and drink and which less healthy options not to eat and drink. Being able to also say which physical activities we do, creating longer more interesting responses in spoken and written form.**Key Vocabulary:**Twenty foods and beverages that are considered good/bad for your health. Six activities that you should try and do and two activities that you should try not to do to stay healthy. | Religion and World Views**Hinduism - U2.7 – Why do Hindus want to be good?**- Identify and explain Hindu beliefs (e.g. dharma, karma, samsara, moksha) using technical terms accurately. - Give meanings for the story of the man in the well and explain how it related to Hindu beliefs about samsara, moksha etc.- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. - Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc. - Give evidence and examples to show how Hindus put their beliefs into practice in different ways.- Make connections between Hindu beliefs studied (e.g. karma and dharma) and explain how and why they are important to Hindus. - Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.**Christianity - U2.5 – What do Christians believe Jesus did to ‘save’ people?**- Outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. - Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms. - Suggest meanings for narratives of Jesus’ death/resurrection, comparing their ideas with ways in which Christians interpret these texts. - Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper. - Show how Christians put their beliefs into practice in different ways.- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. - Articulate their own responses to the idea of sacrifice, recognising different points of view. | Music**Context – Ancient Egypt inspired compositions**Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions in different ways to help develop their understanding of staff notation.Key Skills: * Recognise instruments, their sounds and features of key musical styles
* Understand how pulse, rhythm and pitch work together to create music
* Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, expression, control and maintaining an appropriate pulse.
* Use and understand staff and other musical notations.
* Complete music appraisals sharing personal responses and detailed ideas
* Understand and use musical terminology correctly, discussing and using this with confidence
* Demonstrate musical quality eg

clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. * Know and understand that composition is creating a melody within given boundaries. It can be notated or recorded in some way.
* Sing in time and in tune with other people
* Remember the lyrics to a song.
* Identify the structure of a piece of music and match this to non-standard notation.
* Improvise their own piece of music.
* Play a melody with reasonable accuracy.
* Perform with confidence and in time with others.
* Compose and play a melody using stave notation.
* Contribute meaningfully to the group performance and composition.
* Use hieroglyphic notation to show the structure of their piece.
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| Physical Education**Context – Hockey & Gymnastics (Term 3)****Context – Dance & Tag Rugby (Term 4)****Hockey:*** Dribbling and passing skills, combining these to create an attack for a shooting opportunity
* Develop understanding of where, when and why we shoot
* Apply learning of passing and dribbling to create an attack for successful shooting opportunity
* Develop knowledge and understanding of defending (marking, tackling and blocking)
* Applying defence skills during a game to prevent attacking opportunities
* Use knowledge to play effectively as attackers and defenders during a game
* Understand the role of possession and how this becomes attacking

Key skills:* Understand and use principles of warm up and good health
* Participate in games with understanding of tactics and rules

**Gymnastics:*** Transfer the matching sequences onto apparatus.
* Explore how the apparatus can change and improve their movements.
* Create a sequence containing both matching and mirroring movements, executed with accuracy and fluidity using a range of apparatus.
* Identify strengths and weaknesses in their sequences and find ways to improve.
* Give and receive constructive feedback in order to improve their sequences and performances.

**Tag Ruby:*** refine their knowledge of tagging and defensive formations, which can be used to prevent an attack.
* develop their understanding of why it is important to reduce the space and apply pressure to the attackers to prevent scoring opportunities.
* consolidate the pupils understanding of attacking tactics, applying them into game situations.
* apply their prior learning of passing and moving, to create an attack that results in a try

**Dance:*** Demonstrate precision, control and fluency
* Demonstrate precision, control and fluency in response to dance stimuli
* Vary dynamics and develop actions with a partner or group
* Understand and use rhythm and spatial awareness
* Understand, use and demonstrate dance terminology and technique
* Modify performances and look for ways to improve

Key skills:* Understand and use principles of warm up and good health
* Participate in games with understanding of tactics and rules
 | PSHE RSE**Context –RSHE TERM 3** **Dreams and Goals TERM 4** **RSHE:*** Recognise that images in the media, including online do not always reflect reality
* Understand that the unrealistic media images of the body can have a negative impact on how people feel about themselves
* Consider ways to feel positive about myself and celebrate my body
* Name the sexual organs of a man and a woman
* Know how a man and a woman have sexual intercourse
* Understand how sexual intercourse can lead to reproduction
* Know the correct terms to describe gender and sexuality
* Know that treating someone as ‘wrong’ or ‘less than’ because of their gender and/or sexuality can constitute homophobic, biphobic or transphobic bullying
* Consider appropriate ways to communicate about gender and sexuality
* Know that the cultural practice of female genital mutilation is against British law, constitutes abuse and is a crime
* Know that infections can be shared during sexual intercourse
* Understand that infections spread easily, and to lots of people
* Know a condom can help reduce the spread of infections
* Identify different sources of help, advice and support for a range of problems

**Dreams and Goals:*** Know their own learning strengths
* Know a variety of problems that the world is facing, discussing global issues and exploring places where people may be suffering or living in difficult situations
* Know some ways in which they could work with others to make the world a better place
* Know how to set realistic and challenging goals to stretch boundaries of own learning ‘learning without limits’
* Continue to reflect and self-assess against own learning targets set in class, develop own success criteria’s

**P4C and Debate**Key skills:- Listen and respond appropriately to adults and their peers- Ask relevant questions to extend understanding and knowledge- Articulate and justify answers, arguments and opinions- Give well-structured explanations with reasoning- Participate actively in collaborative conversations, staying on topic and initiating and responding to comments- Speak audibly and fluently with an increasing command of Standard English- Consider and evaluate different viewpoints, building on the contributions of others | Stunning start: **Sleuthing in the Pyramids!**A renowned professor of Egyptology, Professor Hanawati has died mysteriously and local rumours claim he fell victim to a terrible curse! Detectives are scratching their heads trying to piece together the strange clues discovered at the scene. **Whodunnit? That is for Year 6 to decide!** Arriving for the day as a 1920’s detective, Year 6 will examine the crime scene with their very own forensic specialist before exploring evidence to analyse as they race against time to find the true suspect…Marvellous middle**:** **Land of the Pharaohs…**Travel back in time to Ancient Egypt and complete a series of science investigations and tasks set by the Pharaoh… Can you avoid the wrath of the Pharaoh by building the pyramids quickly? Can you master the skills of mummification? Can you use the gift of the Nile to provide enough crops for the local people?Fabulous finish: **Unwrapping Treasures**Year 6 will have the opportunity to follow the footsteps of Howard Carter and his team as they desperately work to uncover the missing tomb of King Tutankhamen. Using a range of sources, Year 6 will explore the discovery of the tomb, sort fact from fiction, study artefacts found and complete their own lines of enquiry about this famous event. |