

# Year 6

Subject		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2			
RE		Creation and Covenant		Prophecy and Promise		Galilee to Jerusalem		Desert to Garden		To the Ends of the Earth		Dialogue and Encounter			
Maths		Place value	Addition, subtraction, multiplication & division	Fractions A	Fractions B	Converting units	Ratio	Algebra	Decimals	Fractions, decimals & percentages	Area, perimeter & volume	Statistics	Shape	Position & direction	Themed projects, consolidation & problem solving
Topic		Survive What do we need to survive?				Who am I? Who am I? Where do I fit into the world?				Light and Dark How does light and the absence of light affect the world around us?					
Driver Words		Friendship, Strength, Vulnerability, Belonging				Self-Acceptance, Belonging, Commitment, Communication				Change, Hardship, Adaptation, Strength					
Key Texts		Kensuke’s Kingdom Michael Morpurgo				Pig Heart Boy Malorie Blackman				Letters from the Lighthouse Emma Carroll		Anne Frank’s Diary			
History/ Geography		Japan Geography – locate the world’s countries; key aspects of physical and human geography				Struggles and Settlements History - the Anglo Saxons and Vikings				WW2 – The Blackout History: significant event in British history		Countries Around the World Geography – locate the world’s countries			
Science		The Game of Survival Evolution and Inheritance; Living things and their habitats				Humans Animals, including humans				Flip the Switch! Light; Electricity					
Art		Hokusai: The Great Wave off Kanagawa Printing & Mixed Media				Self-Portraits Painting				What a Picture Photography					
Design						Food to Fuel My Body Cooking and nutrition				Air-raid Shelters Building structures					
PE		Hockey	Gymnastics	Football		Badminton & Rugby		Dance & OAA		Rounders Tennis	Athletics		Dance		
Music		Instrumentation ‘Dancing with Keys’		Tonality ‘Scaling Up’		Composers ‘Musical Rivalries’		Variations on a Theme ‘Three is a Magic Number’		Genres and Styles ‘Pomp and Circumstances’		Make a Hullabaloo!			
Computing		Communication and Collaboration		Web Page Design		Variables in Games		Introduction to Spreadsheets		3D Modelling		Sensing Movement			
MFL - French		Recap Core Units		Unit R Family		Unit S A Weekend with Friends		Unit Q French Culture		Unit T The Future		Unit U Jobs			
PSHE	RHE	Created and Loved by God				Created to Love Others				Created to Live in Community					
	Project Evolve	Online Relationships		Online Bullying Online Reputation		Health, Well-being and Lifestyle		Self-image and Identity Copyright and Ownership		Privacy and Security		Managing Online Information			
	Additional	First Aid		Friendship Week		Safer Internet Week						Economic Wellbeing			

# Year 6 - Autumn Term Curriculum

Survive	
Big Question: What do we need to survive?	
Curriculum Driver Words:	Friendship, Strength, Vulnerability, Belonging
Key Texts:	Kensuke's Kingdom by Michael Morpurgo
Genres of Writing:	
Enrichment Opportunity:	Robinwood (residential) & South West Survival Day

## Topic Related Subjects

### Geography

Topic: Japan

Area of Study: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America; Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

*Enquiry Question: How does Japan survive natural disasters?*

#### Key Knowledge

- Japan is an archipelago of islands located in East Asia and is surrounded by the Pacific Ocean, Sea of Japan, China Sea and Philippine Sea.
- Japan trades resources with other countries.
- Japanese culture is very unique and is one of the reasons that many tourists visit Japan.
- The movement of tectonic plates causes natural disasters.
- Earthquakes occur at destructive and conservative plate boundaries.
- Japan is located on a tectonic plate boundary where 4 tectonic plates meet.
- In 2011, a major earthquake happened in Tōhoku and this impacted the people and city.
- In 2022, an earthquake took place in Namie which was significantly less destructive than the Tōhoku earthquake.
- Humans have the power to limit the destruction of earthquakes by introducing various strategies to the country.
- Earthquakes in less economically developed countries often have worse effects than in more economically developed countries. For example, the 2011 earthquake in Haiti had a larger impact than the earthquakes in Japan.

#### Human and Physical Geography

- Describe and understand key aspects of:  
**physical** geography, including: ~~climate zones~~, rivers, mountains, volcanoes and earthquakes.  
**human** geography, including: ~~types of settlement and land use~~, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

#### Map Knowledge and Skills

- Use atlases to find out data about other places
- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages
- Identify the position and significance of lines of longitude & latitude

#### Communication

- Communicate geographical understanding, findings from fieldwork & research in a variety of ways. e.g. maps, diagrams, numerical data and writing at increasing length.
- Use more precise geographical vocabulary for physical & human processes.
- Develop views and attitudes to critically evaluate responses to local geographical issues or news events

#### Enquiry

- Ask and answer questions that are more causal e.g. Why is that happening in that place? Could

it happen here? What happened in the past to cause that? How is it likely change in the future?

- Find out about a locality by selecting appropriate sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search
- Identify and describe with increasing accuracy geographical features, processes and patterns
- Explain what a locality might be like in the future, taking account of issues impacting and human features e.g. impact of flooding

#### Map Knowledge and Skills

(covered through a day session with Go Velo)

- Follow a short route on a OS map
- Describe the features shown on an OS map
- Use 8 figure compass and 6 figure grid reference accurately
- Begin to use and recognise atlas symbols

#### **Science**

Topic: The Game of Survival

Area of Study: Evolution & Inheritance

*Enquiry Question: How have living things adapted to survive over time?*

Area of Study: Living things and their habitats

*Enquiry Question: How are plants and animals grouped and classified?*

#### Key Knowledge

- Living things have changed over time
- Fossils give us evidence of what lived on Earth millions of years ago and provide evidence to support the theory of Evolution
- Plants and animals have characteristics that make them suited (adapted) to their environment
- If the environment changes rapidly, some variations of a species may not suit the new environment & will die
- If the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers to reproduce and pass their characteristics onto their young
- Over a very long period of time, these characteristics may be so different to how they were originally that a new species is created. This is evolution.
- All living things have offspring of the same kind, as features in the offspring are inherited from the parents
- Due to reproduction, the offspring are not identical to their parents, they can vary from each other

#### Key Knowledge

- Living things can be classified into groups according to observational characteristics that are similar or different
- Plants and animals are two main groups
- There are living things that do not fit into these two groups e.g. micro-organisms such as bacteria & yeast, and mushrooms and toadstools
- Animals can be divided into two main groups those that have backbones (vertebrates) and those that do not have a backbone (invertebrates)
- Plants can be divided into two main groups; flowering plants and non-flowering plants

#### Evolution and Inheritance

- 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

#### Measuring and Planning

- Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs

#### Considering and Evaluating

#### Living things and their habitats

- 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
- Give reasons for classifying plants and animals based on specific characteristics

#### Asking Questions

- Make a prediction with scientific reasons
- Use test results to make predictions to plan further comparative and fair tests

#### Planning

- Plan different types of fair scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Take measurements, using a range of scientific equipment, with increasing

<ul style="list-style-type: none"> <li>Report and present findings from enquiries, through written explanations and conclusions with evidence</li> <li>Use a graph to identify causal relationships and anomalies</li> </ul>	accuracy, taking repeat readings when appropriate
<b>Art</b> Topic: Japanese Art: Hokusai – The Great Wave off Kanagawa Area of Study: Printing & Mixed Media Artist: Hokusai <i>Enquiry Question: How did Hokusai create The Great Wave?</i>	
<u>Key Knowledge</u> <ul style="list-style-type: none"> <li>Woodblock printing is a technique that originated in Shaanxi, China in the 7<sup>th</sup> Century AD and is widely used throughout East Asia.</li> <li>The Great Wave off Kanagawa is a woodblock print created by Japanese ukiyo-e artist Hokusai in 1831.</li> <li>The Great Wave off Kanagawa is part of a series of landscape prints by Hokusai that depict Mount Fuji from different locations; Thirty-Six Views of Mount Fuji</li> <li>Hokusai used a limited, yet distinctive colour palette to create depth, emotion and movement in his artwork</li> <li>Mixed media art is a pictorial form of art that combines different materials in a single image to show elements of shape, texture, tone and colour. Because it involves mixing different creative mediums, mixed media art breaks the boundaries between different art forms.</li> </ul>	
<u>Exploring and Developing Ideas</u> <ul style="list-style-type: none"> <li>Use sketchbooks to collect and record visual information from different sources</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work</li> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> </ul>	
<u>Evaluating and Developing Work</u> <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>Annotate work in a sketchbook</li> </ul>	
<u>Drawing</u> <ul style="list-style-type: none"> <li>Use different techniques for different purposes</li> <li>Ensure sketches communicate emotions and a sense of self with accuracy and imagination.</li> <li>Develop an awareness of composition, scale and proportion.</li> </ul>	
<u>Printing</u> <ul style="list-style-type: none"> <li>Demonstrate experience in a range of printmaking techniques.</li> <li>Describe the techniques and processes they use</li> <li>Overprint using different colours.</li> <li>Be confident in printing onto a range of different materials.</li> <li>Collect and record visual information from different sources as well as planning and collecting source material.</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> </ul>	
<u>Mixed Media (Collage)</u> <ul style="list-style-type: none"> <li>Use a range of materials and justify why they have chosen them.</li> <li>Combine pattern, tone and shape to create a finished piece.</li> <li>Use different techniques, colours and textures when designing and planning work.</li> <li>Use collage as a means of extending work from initial ideas.</li> </ul>	
<b>Design Technology</b> Topic: Area of Study: <i>Enquiry Question:</i>	
<u>Key Knowledge</u> <ul style="list-style-type: none"> <li></li> </ul>	
<ul style="list-style-type: none"> <li></li> </ul>	

## Discrete Subjects

### RE

#### Creation and Covenant

- Show understanding of the Christian belief of the first sin or 'original sin' by making links with the second story of creation. (C&C 6.1)
- Use theological vocabulary to describe and explain the belief that sin damages the relationship with God, the relationship with others and relationships with the created world, making relevant links with the second account of creation and Laudato Si' 66 (C&C 6.2)
- Simply explain the Church's teaching on the purpose of the second creation story and the purpose of scientific accounts, referencing Laudato Si 66-67. (C&C 6.3)
- Retell the Moses story, focusing on the two key events of the call and the covenant (the burning bush – Ex 3:1-15); the Sinai covenant and the ten commandments. (Ex 19:3-8, 20:1-17) (C&C 6.4)
- Show an understanding of a passage of Old Testament scripture that shows the importance of women in salvation history, recognizing authorial intention and historical context. (C&C 6.5)

#### Prophecy and Promise

##### Year A

##### Year B

##### Year C – The Gospel of Luke

- Explain contemporary thought on Luke as a writer, including historical information (who he wrote for, when and why) and literary features of his writing (speeches and themes.) (P&P Ph 3.1 C)
- Show understanding of how and why the Magnificat prayer forms radical expectations of the Messiah. (P&P Ph 3.2 C)
- Use theological language to describe and explain the belief that Mary became the 'Mother of God'. (P&P Ph 3.3 C)
- Contrast Luke 1:26-56 it with the authorial focus in Matthew's account (Matthew 1:18-25). (P&P Ph 3.4 C)
- Show understanding of the Christian belief that Mary is the fulfilment of the Old Testament promises, making relevant links to Luke 1:26-56 and the accounts of the women of the Old Testament. (P&P Ph 3.5 C)
- Show understanding of the life of individual women today who are responding to God's call in their life, making relevant links to Mary's 'yes' to God (Luke 1:26-56), for example, describe and explain the role of women's religious orders in the Church today, with reference to at least one example of a Catholic women's religious order. (P&P Ph 3.6 C)
- Describe, explain and evaluate ways in which the birth of Jesus is celebrated today. (P&P Ph 3.7 C)

### PE

#### Key Knowledge

- 

#### Games –Hockey & Football

- Practise passing, tackling, evading & scoring techniques.
- Adapt skills and vary tactics to outwit opponents.
- Apply basic principles of attack and defence.
- Make a team plan and communicate it to others.

### **Gymnastics**

- Explore more acrobatic balances that use a partner's weight to push against or pull away from
- Increase the variety of levels, pathways and speeds of travel *e.g. vary entry/ exit points, slowly into balances, quickly before jumps*
- Explore different starting and finishing positions for rolls *e.g. forward roll from straddle on feet, end roll in straddle*
- Perform a variety of jumps with control on, over and off apparatus
- With a partner create a varied, flowing and more complex sequence of 10 elements
- Pupils can create their own success criteria for evaluating and improving their work

### **Music**

Instruction 'Dancing with Keys'	Tonality 'Scaling Up'
<ul style="list-style-type: none"> <li>• To know what the four symphony orchestral families are and give examples of instruments belonging to each</li> <li>• To know which of the orchestral instruments are the highest and lowest pitched</li> <li>• To know key facts about the history of the symphony orchestra</li> <li>• To be able to describe pitch and how it varies</li> <li>• To know that the faster sound vibrates, the higher the pitch</li> <li>• To know that the more space that sound finds to vibrate in, the lower the pitch created</li> <li>• To know that the four main different pitched human voices are soprano, alto, tenor, bass</li> <li>• To know why the piano is viewed as a percussion instrument</li> <li>• To know key facts about the history of the piano</li> <li>• To explain how the piano changed the way music was created and played</li> <li>• To know that the carnyx was an ancient Celtic war horn</li> <li>• To know key facts about the carnyx</li> <li>• To know how and why the carnyx was played</li> <li>• To know key facts about the history of the saxophone</li> <li>• To know that the crwth was an ancient Celtic string instrument</li> <li>• To know key facts about the crwth</li> <li>• To know how the crwth was played</li> <li>• To know key facts about the udu percussion instrument</li> <li>• To know key facts about the sitar string instrument</li> <li>• To know key facts about the didgeridoo wind instrument</li> <li>• To know key facts about the pan flute</li> <li>• To know that a scale is a progression of notes in ascending or descending order, with a fixed distance between each note</li> <li>• To know what tones and semitones are</li> </ul>	<ul style="list-style-type: none"> <li>• To recall note values and names – quaver, crotchet, minim and semibreve – and order them, shortest to longest</li> <li>• To increase knowledge of instruments</li> <li>• To know that a semiquaver is a short note, worth only 1/4 beat</li> <li>• To know that two semiquavers are equivalent in duration to one quaver</li> <li>• To know a range of technical vocabulary used to describe tempo and their meanings</li> <li>• To recall the scale of C major</li> <li>• To know the difference between C major and G major</li> <li>• To learn the song 'Swing Low'</li> <li>• To know what a sharp sign means</li> <li>• To know that G major includes the note F sharp</li> <li>• To know what a musical phrase is</li> </ul>



<ul style="list-style-type: none"> <li>To know that a pentatonic scale has a tone between each note</li> </ul>	
<b>Computing</b>	
<b>Communication and Collaboration</b>	<b>Web Page Creation</b>
<u>Key Knowledge</u> <ul style="list-style-type: none"> <li>The internet is a useful communication tool with a number of different communication mediums for a range of purposes.</li> <li>We can find information on the World Wide Web by using search engines such as Google, Bing or Yahoo!.</li> <li>Search engines use programs known as crawlers to index the World Wide Web.</li> <li>Searching for some results can bring many millions of results.</li> <li>We need to make sure our searches are refined and specific in order to allow the search engine to select the information that is most relevant.</li> <li>Search engines 'rank' the web pages (the highest ranked page is at the top)</li> <li>Search engines use algorithms to do the above</li> </ul>	<u>Key Knowledge</u> <ul style="list-style-type: none"> <li>A webpage is a hypertext document that is part of the World Wide Web.</li> <li>Websites are a collection of webpages about the same topic.</li> <li>Websites are created for a chosen purpose and with a particular audience in mind.</li> <li>Websites have a navigation path to ensure the user can move across the website with ease.</li> <li>Navigation paths are also known as breadcrumb trails.</li> <li>Hyperlinks allow different pages to be linked together.</li> <li>Website creators must adhere to copyright and fair use of media rules.</li> </ul>
<ul style="list-style-type: none"> <li>Explain the importance of internet addresses</li> <li>Recognise how data is transferred across the internet</li> <li>Explain how sharing information online can help people to work together</li> <li>Evaluate different ways of working together online</li> <li>Recognise how we communicate using technology</li> <li>Evaluate different methods of online communication</li> </ul>	<ul style="list-style-type: none"> <li>Review an existing website and consider its structure</li> <li>Plan the features of a web page</li> <li>Consider the ownership and use of images (copyright)</li> <li>Recognise the need to preview pages</li> <li>Outline the need for a navigation path</li> <li>Recognise the implications of linking to content owned by other people</li> </ul>
<b>MFL</b>	
<b>Recap Core Units</b>	<b>Unit R: Family</b>
<u>Listening</u> <ul style="list-style-type: none"> <li>Understand some simple words and phrases</li> <li>Understand some simple instructions and follow them</li> <li>Identify phonemes which are the same as, or different from, English phonemes</li> <li>Understand simple questions and respond to them, e.g. By picking up an item</li> <li>Recognise negatives</li> <li>Respond appropriately to songs and rhymes, e.g. By performing a series of actions</li> <li>Recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l'/'les'</li> <li>Recognise some basic French adjectives</li> </ul> <u>Speaking</u> <ul style="list-style-type: none"> <li>Repeat simple words and phrases</li> <li>Join in with simple songs and rhymes</li> <li>Answer questions to give basic information using simple words and phrases</li> <li>Say simple words and phrases from memory, with accurate pronunciation, so that others can understand</li> </ul>	<u>New Language Content</u> <ul style="list-style-type: none"> <li>Naming extended family members</li> <li>Saying how many siblings they have</li> <li>Talking about the household tasks they do and have done</li> <li>Forming sentences using "on"</li> <li>Vocabulary associated with birthday parties</li> </ul> <u>Speaking</u> <ul style="list-style-type: none"> <li>Use familiar words and sentence structures to construct new sentences</li> <li>Recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations</li> <li>Talk about what they have done, using the past tense</li> </ul> <u>Reading</u> <ul style="list-style-type: none"> <li>Recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense</li> </ul> <u>Writing</u> <ul style="list-style-type: none"> <li>Write simple sentences using the past tense, with help</li> </ul>

<ul style="list-style-type: none"> <li>• Introduce self, giving name and age, using short, simple sentences.</li> <li>• Use some numbers, colours and simple describing words in spoken sentences</li> <li>• Talk about self, using some common verbs in the first person singular form</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Read familiar words and phrases aloud with accurate pronunciation, so that others can understand</li> <li>• Recognise and understand some individual written words, and match them to pictures</li> </ul> <p>Recognise whether nouns are singular or plural</p>	
<b>PSHE</b>	
<b>RHE – Created and Loved by God</b>	<b>Project Evolve</b>
<p><u>Unit 1 – Calming the Storm</u></p> <ul style="list-style-type: none"> <li>• We were created individually by God who cares for us and wants us to put our faith in Him.</li> <li>• Physically becoming an adult is a natural phase of life.</li> <li>• Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan – and the results will be worth it</li> </ul> <p><u>Unit 2 – Gifts and Talents</u></p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and mature</li> <li>• By living and working together ('teamwork') we create community.</li> <li>• There are many different types of family set up</li> <li>• Self-confidence arises from being loved by God (not status, etc.)</li> </ul> <p><u>Unit 2 – Girls’ Bodies</u></p> <ul style="list-style-type: none"> <li>• That human beings are different to other animals</li> <li>• About the unique growth and development of humans, and the changes that girls will experience during puberty</li> <li>• About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately</li> <li>• The need for modesty and appropriate boundaries</li> </ul> <p><u>Unit 2 – Boys’ Bodies</u></p> <ul style="list-style-type: none"> <li>• That human beings are different to other animals</li> <li>• About the unique growth and development of humans, and the changes that boys will experience during puberty</li> <li>• About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately</li> <li>• The need for modesty and appropriate boundaries</li> </ul> <p><u>Unit 3 – Body Image</u></p> <ul style="list-style-type: none"> <li>• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media.</li> </ul>	<p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>• Show I understand my responsibilities for the well-being of others in my online social group</li> <li>• Explain how impulsive and rash communications online may cause problems (e.g. Flaming, content produced in live streaming)</li> <li>• Demonstrate how I would support others (including those who are having difficulties) online</li> <li>• Demonstrate ways of reporting problems online for both myself and my friends</li> </ul> <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> <li>• Describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me</li> <li>• Identify a range of ways to report concerns both in school and at home about online bullying</li> </ul> <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> <li>• Explain how I am developing an online reputation which will allow other people to form an opinion of me</li> <li>• Describe some simple ways that help build a positive online reputation</li> </ul>



### Unit 3 – Peculiar Feelings

- Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action
- Learn that some behaviour is wrong, unacceptable, unhealthy or risky

### Unit 3 – Emotional Changes

- That emotions change as they grow up (including hormonal effects)
- To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action
- That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being.
- That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being.

### Unit 4 – Making Babies (Part 1)

- How a baby grows and develops in its mother's womb
- Pregnancy and childbirth are God's way of giving the gift of life: He creates new life, but entrusts parents with the job of making us

# Year 6 - Spring Term Curriculum

Who am I?	
Big Question: Who am I? Where do I fit into the world?	
Curriculum Driver Words:	Self-Acceptance, Belonging, Commitment, Communication
Key Texts:	Pig Heart Boy by Malorie Blackman
Genres of Writing:	
Enrichment Opportunity:	Bright Leaders & British Heart Foundation

## Topic Related Subjects

### History

Topic: Struggles and Settlements

Area of Study: Britain's settlement by Anglo-Saxons and Scots; The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

*Enquiry Question: How have the Anglo Saxons and Vikings shaped our country as we know it today?*

#### Key Knowledge

- There is little written evidence about The Dark Ages which was a time in Britain that lasted between 410 and 1066 AD.
- The Angles, The Saxons and The Jutes migrated to Britain from Germany, Denmark and The Netherlands.
- The Saxon's rules in Britain from 410 to 1066 AD.
- Under Saxon rule, Britain was divided into five kingdoms.
- The archaeological dig at Sutton Hoo revealed much information about Anglo Saxon life.
- The Vikings invaded from Denmark.
- The first Viking attack took place in 793 AD at Lindisfarne.
- Alfred The Great was a famous Anglo Saxon king who brought peace between the Anglo Saxons and the Vikings.
- The Battle of Hastings took place in 1066 and showed the defeat of the Anglo Saxons and the Vikings and the victory of the Normans.
- Our understanding of the Anglo Saxons and the Vikings is from many different historical sources.
- **The names of many towns and cities in England come from this period of time, including Preston.**

#### Chronological Understanding

- Order significant events and movements on a timeline
- Identify and compare changes within and across different periods

#### Events, People and Changes

- Choose reliable sources of information to find out about the past.
- Give reasons why changes may have occurred backed up by evidence.
- Describe similarities and differences between some people, events and artefacts studied.
- Describe how some of the things studied from the past affect and influence life today.
- Make links between some of the features of past societies. (e.g. religion, houses, society, technology).

#### Historical Enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.
- Investigate own lines of enquiry by posing questions to answer.

#### Historical Interpretation

- Evaluate evidence to choose the most reliable forms.

- Know that people both now, and in the past, have a point of view and that this can affect interpretation.
- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.

### Communication

- Use and understand a wider historical vocabulary to communicate information about important events, changes and influences across different periods of history. Specific vocabulary to be taught (building on previous years): settlement, invasion, raid, canonised, Anglo-Saxon, Viking, bias, reliability.
- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

## **Science**

Topic: Humans

Area of Study: Animals, including humans

*Enquiry Question: How does my body keep me alive?*

### Key Knowledge

- The heart pumps blood in the blood vessels to the lungs
- In the lungs oxygen goes into the blood and carbon dioxide is removed
- The blood goes back to the heart
- It is then pumped around the body
- This means that water, nutrients and oxygen are transported in the blood to the muscles and other parts of the body where they are needed
- As all these are used, they produce carbon dioxide and other waste products
- Carbon dioxide is carried by the blood in blood vessels back to the heart
- The cycle starts again as the carbon dioxide is then transported back to the lungs to be removed from the body
- Diet, exercise, drugs and lifestyle have an impact on the way our bodies function
- They can affect; how well our hearts and lungs work, how likely we are to suffer from some conditions, how clearly we think and generally how well we feel
- Some conditions are caused by deficiencies in our diet e.g. lack of vitamins
- Eating a healthy diet involves eating the correct nutrients in the correct amounts

### Animals, including humans

- 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

### Planning

- Plan different types of fair scientific enquiries to answer questions, including recognising and controlling variables where necessary

### Measuring and Presenting

- Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate

### Considering and Evaluating

- Report and present findings from enquiries, through written explanations and conclusions with evidence

## **Art**

Topic: Self-Portraits

Area of Study: Painting

*Enquiry Question: How do artists portray themselves or groups of people through art?*

### Key Knowledge

- A portrait will always include the person's head and face and might include all or some of their body.
- Artists study a face for a long time to get all the different parts in the right place and the right size and scale so that the finished piece looks like the person (or subject).
- Self-portraits can communicate things about the artist depending on:
  - the composition
  - the materials used
  - what is included in the background
  - the artist's clothes
  - their facial expression
- Different effects can be created by using different painting techniques such as; sgraffito, glazing, impasto, underpainting and dry brushing.
- Drawing: Go from low to high detail when drawing portraits, always starting with simple

shapes. Once you have the structure and shapes, you can get progressively more detailed.

#### Exploring and Developing Ideas

- Use sketchbooks to collect and record visual information from different sources
- Select and record from first-hand observation, experience and imagination and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures

#### Evaluating and Developing Work

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them
- Annotate work in a sketchbook

#### Drawing

- Draw for a sustained period of time over a number of sessions working on one piece
- Use different techniques for different purposes
- Ensure sketches communicate emotions and a sense of self with accuracy and imagination.
- Have opportunities to develop further simple perspective.
- Develop an awareness of composition, scale and proportion.
- Explain why they have combined different tools to create their drawing

#### Painting

- Purposely control the types of marks made.
- Experiment with different effects and textures.
- Mix colour, tints and shades with confidence, building on previous knowledge.
- Work in a sustained and independent way to develop their own style of painting.
- Choose appropriate paint, paper and implements to adapt and extend their work.
- Explain why they have chosen specific painting techniques.

### **Design Technology**

Topic: Food to Fuel my Body

Area of Study: Cooking and nutrition

*Enquiry Question: How does the food I eat impact my body?*

#### Key Knowledge

- There are different types of cooking processes, which can be classified into three categories;
  - Moist heat cooking techniques such as boiling or steaming
  - Dry heat cooking techniques such as baking or grilling
  - Combination cooking techniques such as braising or stewing.
- With modern technology, it is possible to grow and rear food out of season. However, growing and rearing foods out of season consumes a lot of energy, because the process takes place in artificial conditions, and needs a lot of resources, for example heat, light, water and nutrients.
- Eating sustainably is about finding the right balance between your food needs and your food choices. It helps to reduce our carbon footprint.
- Seasons are different in different places over the year. In the northern hemisphere, spring takes place between March and May. In the southern hemisphere, spring is September to November. Therefore, foods are in season in different places at different times of the year. For example, cucumbers can be naturally grown in the northern hemisphere between March-June, and in the southern hemisphere between October-December.
- Harmful bacteria are killed by cooking food at the right temperature for the correct length of time. Some meats can be served rare, but meat such as chicken, duck and pork need to be cooked through until the core temperature reaches 75°C.

#### Technical Knowledge and Skills

- Use the correct vocabulary appropriate to the project

#### Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet
- Choose ingredients to support healthy eating choices when designing their food products
- Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques

#### Design

- Plan the sequence of work
- Devise step by step plans which can be read/followed by someone else

#### Make

- Use researched information to inform decisions
- Produce detailed lists of ingredients, components, materials and tools

#### Evaluate

- Identify the strengths and weaknesses of their design ideas
- Report using correct technical vocabulary

- Discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user
- Understand how key people have influenced design in a variety of contexts

## Discrete Subjects

### RE

#### Galilee to Jerusalem

#### Desert to Garden

#### Year C – The Gospel of Luke

- Know that the Rosary is a prayerful reflection on the life of Christ (G2J Ph3.1 C)
- Know that the Church teaches that sacred scripture is the inspired word of God and the Church helps Catholics read and understand the Bible (G2J Ph3.2 C)
- Recognise the significance Jesus' actions and teaching in and around Galilee (G2J Ph3.3 C)
- Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah (G2J Ph3.4 C)
- Annotate and explain the narrative of Zacchaeus identifying both literal and spiritual meanings (G2J Ph3.5 C)

#### Year C – The Gospel of Luke

- Make links between the Christian belief in the crucifixion and the Stations of the Cross as a prayerful reflection on Christ's journey to the cross. (D2G Ph3.1C)
- Use their own words to retell/explain the events of Holy Week according to the Gospel of Luke, linking events in the life of Jesus to his death and resurrection. (D2G Ph3.2C)
- Show knowledge and understanding of how one of the texts studied (the journey to Emmaus) reveals deeper meanings about Jesus as Messiah and describe the beliefs revealed. (D2G Ph3.3C)

### PE

#### Key Knowledge

- 
- Link skills, techniques and ideas and apply them accurately and appropriately
- Move and uses actions with good accuracy and fluency
- Analyse and explain why they have used specific skills or techniques
- Create their own success criteria for evaluating and improving their work
- Choose their own warm-ups and cool-downs appropriately
- Explain how the body reacts to different kinds of exercise
- Adapt skills and vary tactics to outwit an opponent
- Apply basic principles of attack and defence
- Make a team plan and communicate it to others
- Explore acrobatic balances that use a partner's weight to push against or pull away from
- Increase the variety of levels, pathways and speeds of travel
- Explore different starting and finishing positions for rolls
- Perform a variety of jumps with control on, over and off apparatus
- With a partner create a varied, flowing and more complex sequence of 10 elements

### Music

#### Composers

#### 'Musical Rivalries'

- To know that both Brahms and Wagner were German composers in the 19th century
- To know that they were both composing during what was known as the Romantic era
- To know that Brahms and Wagner were rivals
- To understand that this rivalry came from musical differences, rather than personal
- To know that Brahms was more conservative in his style, whereas Wagner was more progressive

#### Variation on a Theme

#### 'Three is a Magic Number'

- To know that a number of musical terms begin with 'tri-'
- To know the meaning of the musical term 'trio'
- To recall the features of a graphic score
- To know how to create, read and play from a graphic score
- To understand the link between singing and wellbeing
- To know some of the benefits of singing
- To recall what a musical 'round' is



<ul style="list-style-type: none"> <li>To know that musical preferences and tastes are subjective</li> <li>To know some key facts about The Beatles</li> <li>To know that Paul McCartney and John Lennon were rivals within the group</li> <li>To understand some of the reasons for this</li> <li>To compare Wagner and Brahms' rivalry with Lennon and McCartney's</li> <li>To know that Lennon and McCartney both went on to have successful solo careers</li> <li>To know that 'Yellow Submarine' was a Beatles' song written for Ringo Starr</li> <li>To know that Debussy and Saint-Saens were musical rivals</li> <li>To know that both Debussy and Saint-Saens were French composers in the 19th century</li> <li>To know that Saint-Saens was more conservative in his style, whereas Debussy was more progressive</li> <li>To know that subjectivity is an important aspect of music</li> <li>To understand that, for this reason, there is always a need for respect within the creative arts</li> </ul>	<ul style="list-style-type: none"> <li>To understand the musical impact when singing a three-part round i.e. harmonies, texture</li> <li>To recall note values and names learnt so far</li> <li>To know the success criteria for singing rounds and what features make a good performance</li> <li>To know that The Three Degrees are one of the world's most famous trios</li> <li>To recall the definition of a triad</li> <li>To know that triads in different keys are recognised by key signatures</li> <li>To recall the seven elements of music</li> <li>To know that 'form' is the word used to describe different ways to organise musical compositions</li> <li>To know that binary form describes a piece of music that has two distinctly different sections</li> <li>To know that ternary form describes a piece of music that has three sections:- an opening section, followed by a different section and then a repeat of the first section</li> <li>To recall the meaning of 'ternary form</li> </ul>
---	--

## Computing

Variables in Games	Introduction to Spreadsheets
<u>Key Knowledge</u> <ul style="list-style-type: none"> <li></li> </ul>	<u>Key Knowledge</u> <ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Define a 'variable' as something that is changeable</li> <li>Explain why a variable is used in a program</li> <li>Choose how to improve a game by using variables</li> <li>Design a project that builds on a given example</li> <li>Use a personal design to create a project</li> <li>Design a project that builds on a given example</li> </ul>	<ul style="list-style-type: none"> <li>Create a data set in a spreadsheet</li> <li>Build a data set in a spreadsheet</li> <li>Explain that formulas can be used to produce calculated data</li> <li>Apply formulas to data</li> <li>Create a spreadsheet to plan an event</li> <li>Choose suitable ways to present data</li> </ul>

## MFL - French

Unit S: A Weekend with Friends	Unit Q: In France
<u>New Language Content</u> <ul style="list-style-type: none"> <li>Talking about activities that they might do at the weekend</li> <li>Expressing what they would and wouldn't like to do</li> <li>Asking others if they would like to do something</li> <li>Naming foods associated with midnight feasts</li> <li>Giving a reason for accepting or declining an invitation</li> </ul> <u>Listening</u> <ul style="list-style-type: none"> <li>Understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences</li> </ul>	<u>New Language Content</u> <ul style="list-style-type: none"> <li>Learning where some French cities are located in France</li> <li>Talking about tourist attractions in Paris</li> <li>Learning about French-speaking countries</li> <li>Naming popular French foods</li> </ul> <u>Listening</u> <ul style="list-style-type: none"> <li>Understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language</li> </ul> <u>Speaking</u> <ul style="list-style-type: none"> <li>Use a range of spoken language confidently, using accurate pronunciation and intonation</li> </ul> <u>Reading</u> <ul style="list-style-type: none"> <li>Understand the main points and some of the detail from a short written text, which contains some unfamiliar language</li> </ul>

<ul style="list-style-type: none"> <li>Understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language</li> </ul> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. Giving reasons</li> <li>Develop a simple sketch or role-play and perform it to the class</li> <li>Talk about what they have done, using the past tense</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Understand the main points and some of the detail from a short written text, which contains some unfamiliar language</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Use familiar words and sentence structures to write new sentences</li> <li>Write simple sentences using the past tense, with help</li> </ul>	<ul style="list-style-type: none"> <li>Understand the basic meanings of 'on' in French</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Write simple sentences using the past tense, with help</li> </ul>
---	--

## PSHE

RHE – Created to Love God	Project Evolve
<p><u>Unit 1 – God is Calling You</u></p> <ul style="list-style-type: none"> <li>That God calls us to love others</li> <li>About ways in which we can participate in God's call for us to love others</li> </ul> <p><u>Unit 2 – Under Pressure</u></p> <ul style="list-style-type: none"> <li>Pressure comes in different forms, and what some of those different forms are</li> <li>There are strategies that they can adopt to resist pressure</li> </ul> <p><u>Unit 2 – Do you Want a Piece of Cake?</u></p> <ul style="list-style-type: none"> <li>Understand what consent and bodily autonomy means</li> <li>Discuss and reflect on different scenarios where it is right to say 'no'</li> </ul> <p><u>Unit 2 – Self-Talk</u></p> <ul style="list-style-type: none"> <li>Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions</li> <li>Apply this approach to personal friendships and relationships</li> </ul> <p><u>Unit 3 – Cyberbullying</u></p> <ul style="list-style-type: none"> <li>What the term cyberbullying means and examples of it.</li> <li>What cyberbullying can feel like for the victim.</li> <li>How to get help if they experience cyberbullying.</li> </ul> <p><u>Unit 4 – Types of Abuse V1</u></p> <ul style="list-style-type: none"> <li>To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>That abuse violates the rights of children</li> <li>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests</li> </ul>	<p><u>Health, Wellbeing and Lifestyle</u></p> <ul style="list-style-type: none"> <li>Describe common systems that regulate age-related content (e.g. Pegi, bbfc, parental warnings) and describe their purpose</li> <li>Assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise)</li> <li>Explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. Monitoring my time online, avoiding accidents)</li> </ul> <p><u>Self-Image and Identity</u></p> <ul style="list-style-type: none"> <li>Describe ways in which media can shape ideas about gender</li> <li>Identify messages about gender roles and make judgements based on them</li> <li>Challenge and explain why it is important to reject inappropriate messages about gender online</li> <li>Describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline</li> <li>Explain why I should keep asking until I get the help I need</li> </ul> <p><u>Copyright and Ownership</u></p> <ul style="list-style-type: none"> <li>Demonstrate the use of search tools to find and access online content which can be reused by others</li> <li>Demonstrate how to make references to and acknowledge sources I have used from the internet</li> </ul>

# Year 6 - Summer Term Curriculum

Light and Dark	
Big Question: How does light and the absence of light affect the world around us?	
Curriculum Driver Words:	Change, Hardship, Adaptation, Strength
Key Texts:	Letters from the Lighthouse by Emma Carroll Anne Frank's Diary
Genres of Writing:	
Enrichment Opportunity:	UCLAN Young Science Centre

Topic Related Subjects
<p><b>History</b>  Topic: WWII: The Blackout  Area of Study: Significant period in British history  <i>Enquiry Question: How did The Blackout affect the lives of British civilians in WWII?</i></p> <p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> <li>World War II started in 1939 and ended in 1945.</li> <li>The leader of Germany, Adolph Hitler, had plans to invade and occupy as many countries as he could.</li> <li>At the start of World War II, the United Kingdom, France and Poland made a pact to stand together against Hitler. They were later joined by the British Commonwealth, the Soviet Union, the United States of America and China.</li> <li>The opposition, Germany, established allies with Japan and Italy. They were later joined by others.</li> <li>Adolph Hitler invaded and annexed Austria in March 1938. Following this, the Munich Agreement was signed by Britain France, Germany and Italy. In this agreement Hitler promised no more invasions.</li> <li>Hitler broke his promise and invaded Poland. Therefore, Britain declared war.</li> <li>Daily life in Britain was disrupted by the war: <ul style="list-style-type: none"> <li>Over 3.5 million children were evacuated from cities to the country</li> <li>Air raid sirens were a nightly occurrence</li> <li>Resources were rationed</li> <li>Shelters were built to protect people during air raids</li> <li>Windows were blacked out and people could not use headlights on cars to ensure no lights were visible</li> </ul> </li> <li>Men were conscripted to serve their country therefore women had to take on the jobs they had left.</li> <li>The bombing of London, known as The Blitz went on for 57 consecutive nights. Hitler wanted to quash the British spirits so that they would surrender.</li> <li><b>The war led to social changes such as the creation of the National Health Service, which provided free healthcare to all. The Beveridge Report, published in 1942, identified five 'evils' to fight in peacetime, including squalor, ignorance, disease, want and idleness. The Labour government that won the 1945 election implemented a 'cradle to grave' welfare state based on the report's recommendations.</b></li> </ul> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> <li>Order significant events, movements and dates on a timeline</li> <li>Identify and compare changes within and across different periods</li> </ul> <p><u>Events, People and Changes</u></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past</li> <li>Give reasons why changes may have occurred, backed up by evidence.</li> <li>Describe similarities and differences between some people, events and artefacts studied.</li> <li>Describe how some of the things studied from the past affect and influence life today</li> </ul>

- Make links between some of the features of past societies (e.g. religion, houses, society, technology)

#### Historical Enquiry

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions
- Investigate own lines of enquiry by posing questions to answer

#### Historical Interpretation

- Evaluate evidence to choose the most reliable forms
- Know that people both in the past have a point of view and that this can affect interpretation
- Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past

#### Communication

- Use and understand a wider historical vocabulary to communicate information about important events, changes and influences across different periods of history. Specific vocabulary to be taught (building on previous years): settlement, invasion, raid, canonised, Anglo-Saxon, Viking, bias, reliability
- Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT
- Use ICT to plan and present a self-directed project or research about the studied period.

### **Geography**

Topic: Countries Around the World: Comparison Study

Area of Study: Locate the world's countries

#### Enquiry Question:

#### Key Knowledge

- Japan, the UK and Iceland are located in different areas of the world
- The population, landscape, land use and human and physical features vary in these different places
- Know the similarities and differences between the Lake District National Park in the UK and the \_\_\_\_\_ National Park in Japan
- Know the similarities and differences between the capital city of Iceland (Reykjavik) and the capital city of Japan (Tokyo)

#### Objectives to be determined

### **Science**

Topic: Flip the Switch

Topic: Light

*Enquiry Question: How does light enable humans to see?*

#### Key Knowledge

- Light travels in straight lines
- We see objects when light from them goes into our eyes
- The light may come directly from the light source
- For objects that are not a light source, light must be reflected from the object into our eye for us to see the object
- Objects that block light will cause shadows
- As light travels in a straight lines the shape of the shadow will be the same shape as the outline of the object

Topic: Electricity

*How are electricity and artificial light sources linked?*

#### Key Knowledge

- Adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder noise
- If you use a battery with a higher voltage, the same thing happens
- Know that:
  - adding more bulbs to a circuit will make each bulb less bright
  - using more motors will make each motor spin slower
  - using more buzzers will make each buzzer quieter
- Turning a switch off (open) breaks a circuit so the circuit is not complete and electricity cannot flow
- When a circuit is broken, any bulbs, motors or buzzers will turn off too
- You can use recognised circuit symbols to draw simple circuit diagrams

### Light

- Recognise that light appears to travel in straight lines
- 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
- 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
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

### Measuring and Presenting

- Take measurements, using a range of scientific equipment, with increasing accuracy, taking repeat readings when appropriate
- Record data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs

### Considering and Evaluating

- Use a graph to identify causal relationships and anomalies

### Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- 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
- Use recognised symbols when representing a simple circuit in a diagram

### Asking Questions

- Make a prediction with scientific reasons

### Considering and Evaluating

- Report and present findings from enquiries, through written explanations and conclusions with evidence

## **Art**

Topic: What a Picture!

Area of Study: Photography

*Enquiry Question: How does light affect photographs?*

### Key Knowledge

- Photography printing can either be darkroom printing or digital printing.
  - Darkroom printing: a traditional chemical process that uses a film negative and an enlarger to project an image onto a light-sensitive paper. The paper is then treated with chemicals to develop, stop, and fix the image.
  - Digital printing: uses an image file and a printer to deposit ink onto paper. Inkjet and dye-sublimation printers are often used for high-quality, high-resolution photography printing.
- The rule of thirds: when using the rule of thirds in photography, the image is divided into thirds using two horizontal lines and two vertical lines.  
*To create an eye catching composition, the subject matter is positioned according to the lines. For example, when the horizon is photographed near to the top third line, the focus for the viewer is drawn to the ground; when the horizon is near the bottom third line, the sky is the focal point of the image.*
- Lights create shadows, highlights and contrast which can add depth and ambience to photos. One of the key things to consider is the direction of the light. Side lighting can create dramatic shadows, while backlighting can create a soft and ethereal glow.

### Exploring and Developing Ideas

- Use sketchbooks to collect and record visual information from different sources
- Select and record from first-hand observation, experience and imagination and explore ideas for different purposes

### Evaluating and Developing Work

- Adapt their work according to their views and describe how they might develop it further
- Annotate work in a sketchbook

### Drawing

- Ensure sketches communicate emotions and a sense of self with accuracy and imagination.

## **Design Technology**

Topic: Air-raid Shelters

Area of Study: Building structures

*Enquiry Question: What makes a good air-raid shelter?*

### Key Knowledge

- It is important to cut materials with precision and refine the finish with appropriate tools e.g. sanding wood after cutting or a more precise scissor cut after roughly cutting a shape.
- A prototype is a test, or original model of a product or a technology from which improvements

upgrades or fundamental changes can be made.

- In complex structures, triangulation is one to strength the structure. Another method is through the use of beams and columns. For instance, a roof rests on columns and beams in order to hold a lot of weight. Beams are arranged horizontally and columns are arranged vertically.
- Wooden dowel can be joined together using a butt or lap joint. A butt joint, joins two pieces of wood by one piece being placed against another. A lap joint is made when two pieces of are joined together by overlapping.

#### Technical Knowledge and Skills

- Use the correct vocabulary appropriate to the project
- Join materials using appropriate methods
- Cut strip wood, dowel, square section wood accurately to 1mm
- Stiffen and reinforce complex structures

#### Design

- Plan the sequence of work
- Use exploded diagrams and cross-sectional diagrams to communicate ideas

#### Make

- Make prototypes
- Use researched information to inform decisions
- Produce detailed lists of ingredients, components, materials and tools
- Refine their product – review and rework/improve

#### Evaluate

- Identify the strengths and weaknesses of their design ideas
- Report using correct technical vocabulary
- Discuss how well the finished product meets the design criteria having tested on/discussed outcomes with the user
- Investigate key events and individuals in design and technology



## Discrete Subjects

### RE

#### To the Ends of the Earth

##### Key Knowledge

- Jesus planted the sacramental seeds through His miracles-he welcomed, healed and saved.
- There are seven miracles of Jesus known as the miraculous signs.
- Sin, contrition, penance and absolution are acts within the sacrament of reconciliation.
- Peter showed the early disciples the fulfilment of the prophet Joel.
- The Liturgy of Confirmation has a gathering, a liturgy and a sacramental ritual.
- The Holy Spirit is known as helper and guide.
- Oil of Chrism is used in confirmation as a strengthening of faith from Baptism.
- CST is rooted in the dignity of the human person.
- The common good is the well-being of all members of society, and it requires the pursuit of justice, peace, and the protection of human rights.
- In John's Gospel, Jesus is the divine logos.

##### Key Knowledge

- To know that the document Nostra Aetate exists to promote dialogue between the Catholic Church and other faiths.
- To understand the Church's message, through Ecclesiam Suam, about creating a better world and the mission of the Church.
- To be familiar with the term 'worldview' and how we reflect this in our beliefs, behaviours and attitudes.
- To recognise how we can live peacefully with others of different beliefs or of no faith.
- To know the story and concepts of the Good Samaritan and be able to relate this to kindness and charity.
- To know that dialogue about the common good is about the ability to ensure freedom, justice and human dignity for all of humanity.
- To know that CAFOD contributes significantly to ensuring fairness and equity.
- To know how the interfaith dialogue in Assisi in 1986, was a gathering of shared prayer to promote peace.
- To know what karma, dharma, reincarnation are and how they influence the way followers live their lives.
- To know how about Diwali and Holi.

- Use specialist theological vocabulary to make links between each of the miraculous signs in John's Gospel and Christian beliefs about Jesus, including the sacraments. (EoE 6.1)
- Identify that scripture speaks of the outpouring of the Holy Spirit on the Messiah in the Old Testament and the Gospels, making links with the Sacrament of Confirmation. (EoE 6.2)
- Describe the names and signs under which the Holy Spirit appears and explain some links with scripture and the sacrament of confirmation. (EoE 6.3)
- Use specialist religious vocabulary to show knowledge and understanding of the religious actions and signs involved in the sacrament of confirmation. (EoE 6.4)
- Explain in an age-appropriate way the meaning of the common good and the principles of Catholic Social Teaching. (EoE 6.5)
- Describe some ways Christians work together with people of different worldviews to promote the common good. (EoE 6.6)

- Understand the Catholic Church's teaching on promoting unity and love among all people
- Recognise that Catholics are called to engage in dialogue with the world
- Understand the dialogue of life and what it means to be a good neighbour
- Explore practical ways to live out neighbourliness
- Recognise the role of dialogue in working for justice and freedom
- Understand how Christians can contribute to the common good
- Understand the dialogue of religious experience and how people of different faiths share their spiritual practices
- Explore how Christians can learn from the spiritual experiences of others
- Encounter a Dharmic faith and recognise key beliefs and practices
- Understand the diversity within Dharmic traditions and how they shape people's worldview
- Reflect on how Christians can embody dialogue in their daily lives
- Understand the importance of working together for the common good, peace and justice

## PE

### Key Knowledge

- 

### Games – Badminton

- Practise scoring techniques.
- Adapt skills and vary tactics to outwit opponents.
- Make a team plan and communicate it to others.

### OAA

- draw maps and plan and set own positions on a trail *e.g. school grounds, local park*
- navigate a route on a map in a less familiar setting *e.g. local park*

### Dance

- create longer, more challenging dance phrases to communicate an idea
- demonstrate different dance actions with clarity *e.g. travel, turn, jump, stillness, gesture*
- develop dynamic qualities of movement in a routine *e.g. speed, energy, timing, continuity*
- develop use of space within a routine *e.g. levels, directions, pathways, size and body shape*
- develop different relationships within a routine *e.g. unison, canon, physical contact, complementary and contrasting*

### Cricket

- Practise passing, tackling, evading & scoring techniques.
- Adapt skills and vary tactics to outwit opponents.
- Apply basic principles of attack and defence.
- Make a team plan and communicate it to others.
- 

## Music

### Genres and Styles

#### 'Pomp and Circumstances'

- To know that a national anthem is a song representing national pride and love of country
- To know that national anthems are sung on different occasions, including international sporting events, National days and often whenever the monarch or country's leader makes a public appearance
- To know the UK's National Anthem, 'God Save the King'
- To know that the American National Anthem is called 'The Star-Spangled Banner'
- To know that the French National Anthem is called 'La Marseillaise'
- To know that the French National Anthem was written during the French Revolution
- To understand how emotions can be reflected and interpreted through music
- To recall prior learning about carnival music
- To know that the South African National Anthem is called 'God Bless Africa'
- To know that the South African National Anthem changed after 1995
- To understand the subjectivity extends to all styles of music
- To understand the difference between binary and ternary form
- To understand the importance of music at state ceremonies, such as royal weddings

### Make a Hullabaloo!

- To explore the use of notation and ICT to support creative expression
- To refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved
- To use Audacity to edit and layer sounds to create an overall effect
- To perform significant parts from memory, with awareness of their own contributions
- To analyse and compare musical features and structures using appropriate musical vocabulary
- To listen carefully, demonstrating musical understanding and increasing aural memory
- To perform solo and lead others from notation
- To subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats
- To use a variety of notation
- To perform their own and others' compositions in a way that reflects their meaning and intentions
- In small groups, extend improvised melodies beyond eight beats over a fixed groove, creating a satisfying melodic shape

<ul style="list-style-type: none"> <li>To know that 'The Last Post' is a world-famous ceremonial trumpet / bugle call, made up of only three notes</li> <li>To know that 'The Last Post' is played every evening at the Menin Gate Memorial in Belgium</li> <li>To know the origins of the 'Champions League Anthem'</li> <li>To understand the meaning of 'pomp and circumstance'</li> <li>To know about The Last Night of the Proms</li> <li>To know that the composer, Edward Elgar, wrote the 'Pomp and Circumstance' Marches</li> </ul>	
<b>Computing</b>	
<b>3D Modelling</b>	<b>Sensing Movement</b>
<u>Key Knowledge</u>	<u>Key Knowledge</u>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Recognise that you can work in three dimensions on a computer</li> <li>Identify that digital 3D objects can be modified</li> <li>Recognise that objects can be combined by a 3D model</li> <li>Create a 3D model for a given purpose</li> <li>Plan my own 3D model</li> <li>Create my own digital 3D model</li> </ul>	<ul style="list-style-type: none"> <li>Create a program to run on a controllable device</li> <li>Explain that selection can control the flow of a program</li> <li>Update a variable with a user input</li> <li>Use a conditional statement to compare a variable to a value</li> <li>Design a project that uses inputs and outputs on a controllable device</li> <li>Develop a program to use inputs and outputs on a controllable device</li> </ul>
<b>MFL - French</b>	
<b>Unit T: The Future</b>	<b>Unit U: Jobs</b>
<u>New Language Content</u>	<u>New Language Content</u>
<ul style="list-style-type: none"> <li>The future tense in the first, second and third person singular and first person plural</li> <li>Using adjectives to compare people</li> <li>More ways to describe how they are feeling</li> </ul>	<ul style="list-style-type: none"> <li>The future tense in the first, second and third person singular and first person plural</li> <li>Using adjectives to compare people</li> <li>More ways to describe how they are feeling</li> </ul>
<u>Speaking</u>	<u>Speaking</u>
<ul style="list-style-type: none"> <li>Develop a simple sketch or role-play and perform it to the class</li> <li>Talk about what they are going to do, using the future tense</li> </ul>	<ul style="list-style-type: none"> <li>Use French articles confidently and accurately</li> </ul>
<u>Reading</u>	<u>Reading</u>
<ul style="list-style-type: none"> <li>Appreciate why certain words have been used in written stories, songs or poems, e.g. To create a rhythm</li> <li>Identify the future tense</li> </ul>	<ul style="list-style-type: none"> <li>Identify the future tense</li> </ul>
<u>Writing</u>	<u>Writing</u>
<ul style="list-style-type: none"> <li>Write the correct forms of some simple adjectives with a noun, using an example sentence</li> <li>Write simple sentences using the future tense, with help</li> </ul>	<ul style="list-style-type: none"> <li>Write a short passage from memory, including longer or more complex sentences</li> <li>Construct a short text to describe a place, person or thing, using more complex sentences</li> <li>Use French articles confidently and accurately</li> <li>Write some regular French nouns in the singular and plural form</li> <li>Write the correct form of some irregular verbs in the first and third person singular</li> </ul>
<b>PSHE</b>	
<b>RHE – Created to Live in Community</b>	<b>Project Evolve</b>

#### Unit 1 – Trinity House

- God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity.
- The Holy Spirit works through us to share God's love and goodness with others.

#### Unit 1 – Catholic Social Teaching

- The principles of Catholic Social Teaching
- That God formed them out of love, to know and share His love with others

#### Unit 2 – Reaching Out

- Apply the principles of Catholic Social Teaching to current issues.
- Find ways in which they can spread God's love in their community.

#### Privacy

- Know to use different passwords for a range of online services
- Describe effective strategies for managing those passwords (e.g. Password managers, acronyms, stories)
- Know what to do if my password is lost or stolen
- Explain what app permissions are and can give some examples from the technology or services I use
- Describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally;
- Describe strategies to help me identify such content (e.g. Scams, phishing)

#### Managing Online Information

- Use search technologies effectively
- Explain how search engines work and how results are selected and ranked
- Demonstrate the strategies I would apply to be discerning in evaluating digital content
- Describe how some online information can be opinion and can offer examples
- Explain how and why some people may present 'opinions' as 'facts'. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how i might encounter these online (e.g. Advertising and 'ad targeting')
- Demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important
- Identify, flag and report inappropriate content