



## Topic and Science Overview September 2020

Year 6						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History</b>	<p style="text-align: center;"><b>Vikings</b></p> <p><b>Were the Vikings always victorious and vicious?</b></p> <p><b>Achievements (scientific and cultural)</b> Shipbuilding, exploration.</p> <p><b>Society (politics and class)</b> Roles of women (equality) King Alfred the Great and Cnut – why were they both called the Great?</p> <p><b>Food Farming and Trade</b> Reasons for invasion - land</p> <p><b>Entertainment</b> Hnefertafl</p> <p><b>Beliefs</b> Pagan, polytheistic.</p> <p><b>Weapons and warfare</b> Link to Blitzkrieg lightning raid. Invasions on Lindisfarne. Compared validity of Anglo Saxon chronicles and Viking sources Fluctuations of success against the Saxons. Danegeld.</p>		<p><b>What on Earth is a Ziggurat and what do you do with one?</b></p> <p>Ancient Civilizations- Maya A non-European society – Classic Mayan Civilization.</p> <p><b>Achievements (scientific and cultural)</b> Astronomy, place value number system including 0,</p> <p><b>Housing and architecture</b> Ziggurats, stone buildings (link to Anglo Saxons at the time).</p> <p><b>Society (politics and class)</b> Nobles and peasants and the class system. Strict rules.</p> <p><b>Food Farming and Trade</b> Collapse of civilisation over farming of the land</p> <p><b>Entertainment</b> Celebrations, pok-a-tok.</p> <p><b>Beliefs</b> polytheistic beliefs, sacrifices (mainly animal) Blood-letting</p> <p><b>Weapons and warfare</b> Warring between city states</p>		<p><b>Britain used to own 25% of the world. We were pretty great, weren't we?</b></p> <p>A Study of an aspect or theme in British history, beyond 1066 - Spread of Empire, slavery, trade, and demise of empire</p> <ul style="list-style-type: none"> <li>• <b>Achievements (scientific and cultural)</b> Owned 25% of globe; Made British government very rich due to taxes of people who had never set foot in Britain and work of slaves.</li> <li>• <b>Society (politics and class)</b> British view of natives in colonised countries – savages/sense of superiority; Did they genuinely believe that they were making the lives of the savages better by bringing European goods, skills and technology?; Underground railroad – Harriet Tubman; Partus sequitur ventrem law; Emancipation proclamation; Near eradication of aborigines and native Americans.</li> <li>• <b>Food Farming and Trade</b> Introduction of new products brought back from the colonies: coffee, cotton, tobacco, tea etc as well as gold and other minerals/jewels from Africa; Created plenty of job opportunities</li> </ul>	



					<ul style="list-style-type: none"> <li>• <b>Entertainment</b> Wealthy Brits visiting colonies on holiday. Spread of sports – look at which countries are best at cricket, rugby etc.</li> <li>• <b>Beliefs</b> Spread of Christianity – link back to crusades.</li> <li>• <b>Weapons and warfare</b> Strength of British Navy – more land meant more ports; Wanted to claim land so that the French, Spanish or Dutch did not; American War of Independence; American Civil War.</li> </ul>
<b>Geography</b>	<b>North and South America- biomes and vegetation belts</b> <ul style="list-style-type: none"> <li>• <b>Locational knowledge</b> – locate on globe and atlas, countries, latitude, longitude, time zones.</li> <li>• <b>Human geography</b> – types of settlement, land use, economic activity how does it differ to where we are?</li> <li>• <b>Physical geography</b> – vegetation belts, climate, how does it differ to where we are / different parts North / South America?</li> <li>• <b>Environmental Impact/Effect</b> –</li> </ul>		<b>Our World our Natural resources</b> <ul style="list-style-type: none"> <li>• <b>Locational knowledge</b> –</li> <li>• <b>Human geography</b> – distribution of natural resources, land use patterns,</li> <li>• <b>Physical geography</b> –</li> <li>• <b>Environmental Impact/Effect</b> –</li> </ul>		<b>Mapping skills and fieldwork</b> <ul style="list-style-type: none"> <li>• <b>Locational knowledge</b> – use eight points of a compass, four and six figure grid references, symbols and keys.</li> <li>• <b>Human geography</b> – map land use, land use patterns</li> <li>• <b>Physical geography</b> – cliffs, coasts, forests, recognise symbols on a map.</li> <li>• <b>Environmental Impact/Effect</b> – tourism near coast</li> </ul>
<b>Science</b>	<b>Living things and habitats- classification and lifecycles</b>	<b>Light</b>	<b>Animals including Humans- Circulatory System</b>	<b>Electricity</b>	<b>Evolution and Inheritance</b>
<b>PE</b>	<b>Games</b>	<b>Health &amp; Exercise</b>	<b>Gymnastics</b>		<b>Athletics</b> <b>Games</b>



SCARF	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<b>Friends Resilience</b>	Friends Resilience- Meditation and relaxation/ Healthy eating/ Exercise/ Coping step plans					
<b>RE</b>	<b>Christianity:</b> What do the gospels tell us about the birth of Jesus?	<b>Christianity:</b> Why are Good Friday and Easter and Easter Day the most important days for Christians?		<b>Compulsory Bridging Unit-</b> So what do we now know about Christianity?		
<b>Music</b>	You've Got a Friend - Glockenspiels - Recorder	Happy - Glockenspiels - Recorder		Don't Stop Believing (Freestyle Unit)		
<b>French</b>	<b>Salut!</b> Topic: Seasons Lesson 1, 2 and 3	<b>Salut!</b> Topic: A School Trip Lesson 1, 2 and 3		<b>Salut!</b> Topic: Jobs Lesson 1, 2 and 3		
<b>ICT</b>	Who was Ran and why was she important? (Comic creation). Using coordinates and variables to create a computer game. Creating a 3D Viking ship (CAD). Using a layered editing program to create a firework display. What is a search engine and how does it work? (Consolidation from Y5)	Journey of a red blood cell around the heart (animation). Creating a virtual clubhouse in Minecraft (CAD). How can we stay safe online? (Photo editing). What is binary code and how does it affect the technology we use?		Creating electrical circuits to support in the creation of transport system on a lighthouse. What threats do we face when using ICT and how can we combat them? Why do people lie in cyber-space? Exploration of how others behave online. Creating a spreadsheet model to calculate profit. What is e-communication and how can we use it? (Microblogging)		
<b>Art</b>	<b>Insects and Bugs</b> <b>Art from other cultures. Mexico</b>	<b>Op art positive and negative space.</b>		<b>Exploring memories, emotions and feelings through art</b>		
<b>DT</b>	<b>Structures &amp; Materials-</b> Design and build a Viking Ship	<b>Construction &amp; Structures-</b> Build a Ziggurat <b>Computer Aided Design-</b> Build a Minecraft clubhouse		<b>Electrical &amp; Mechanical components-</b> Design and build a lighthouse keeper transfer system.		