

Year 6

Autumn Term - Year 6

1	2.9.20 - 5 pieces of work	28.9.20 - 3 pieces of work	12.10.20 - 3 pieces of work
Focus and skills	<u>History - Victorians</u> <u>How did the Victorian empire impact on Rugeley?</u> What was the Victorian empire? What was the industrial revolution? What were working condition like? Who was William Palmer? Why was Rugeley important in the Victorian times?	<u>Science - Living Things and Habitats</u> <u>How has life evolved?</u> How do I classify animals? How do I classify plants? What are micro-organisms?	<u>Science - Evolution</u> <u>How has life evolved?</u> What is an 'offspring'? How do animals and plants adapt to suit their environments? What is evolution and how has life evolved?
Texts	Street Child - Berlie Doherty - guided reading Son of a Circus Boy - E.L. Norry - class read Moth - Isabel Thomas and Daniel Egneus - guided reading On the Origin of the Species - Sabina Radeva - class read		
Trips	Black Country Museum/ Blist Hill		

2	2.11.20 - 7 pieces of work	30.11.20 - An edible product	7.12.20 - 2 pieces of work
Focus and skills	<p align="center"><u>History - World Wars</u> <u>How did the world wars impact life in Britain?</u></p> <p>What were the main causes of WW1? What was conscription? What was life like for a soldier of WW1? How did WW2 start? What was The Blitz? What was the home front? How did the world wars impact life in Britain?</p>	<p align="center"><u>DT - Cooking - Using rationing recipes to create a final product</u></p> <p>Design</p> <ul style="list-style-type: none"> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - generate, develop, model and communicate their ideas through discussion, exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional 	<p align="center"><u>RE - Christianity</u> <u>Is Christianity still strong after 2000 years?</u></p> <p>Do festivals and symbols show that Christianity is still a strong religion? Where else in British society do you see the influence of Christianity?</p>

		<p>properties and aesthetic qualities</p> <p>Evaluate - investigate and analyse a range of existing products</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	
Texts	<p>Private Peaceful - Micael Morpurgo - guided and class read (WW1)</p> <p>Letters from the Lighthouse - Emma Carroll - guided and class read (WW2)</p>		
Trips			

Spring Term - Year 6

1	4.1.21 - 5 pieces of work	25.1.21 - 3 pieces of work	3.2.21 - 3 pieces of work
Focus and Skills	<u>Geography - Natural Resources and Energy</u> <u>What natural resources make Britain great?</u> What are natural resources? How do natural resources produce energy? What are renewable and non-renewable resources? What natural resources can be found in Britain? Why do we import natural resources?	<u>Science - Light</u> <u>How do we see?</u> How does light travel? How do we see objects? How do shadows change?	<u>Science - Electricity</u> <u>How can I vary electrical circuits?</u> How are circuits drawn? What happens when electrical components are changed?
Texts	The Boy who harnessed the Wind - William Kamkwamba and Brain Mealer - class reading A Long Walk to Water - Linda Sue Park - guided reading The End of the Wild - Nicole Helget - class reading		
Trips	Y6 residential		

2	22.2.21 - 4 pieces of work	15.3.21 - 1 piece of work	29.3.21 - 2 pieces of work
Focus and Skills	<u>Geography - Africa and Economic Trade</u> <u>What is Fair Trade?</u> Why is fair trade important? What is the impact of fair trade work? How does the Fair Trade foundation work? Which countries support Fair Trade?	<u>Art - African landscape silhouette painting</u> Art - Artist study - Robert Aswani Intention - Provide children with the knowledge and skills to experiment, invent and create their own works of art. Implementation - Studying the work of Robert Aswani and focusing upon a flamboyant style, mixing and matching and working with oil colours. Impact - Children will have a final piece based on an African landscape demonstrating their style.	<u>RE - Christianity</u> <u>How do Christians look after the environment?</u> Which stories from the gospels show Christians looking after their environment? If Christianity is motivating people to do good in the world, how is this shown?
Texts	Fair Trade - Jillian Powell - guided reading The Story of the Windrush - K. M. Chimbi - class read The Fastest Boy in the World - Elizabeth Laird - guided reading The Bible		
Trips			

Summer Term - Year 6

1	20.4.21 - 3 pieces of work	4.5.21 - 1 final piece
Focus and skills	<p><u>Science - Animals including humans</u></p> <p><u>How do we keep our heart healthy?</u></p> <p>What are the main parts and functions of the human circulatory system?</p> <p>How are nutrients and water transported within animals and humans?</p> <p>What is the impact of diet, exercise and drugs on our bodies?</p>	<p><u>Art - David Goodsell- biology art drawing</u></p> <p>Art - Artist study - David Goodsell</p> <p>Intention - Provide children with the knowledge and skills to experiment, invent and create their own works of art.</p> <p>Implementation - Studying the work of David Goodsell and focusing upon the colour, clear lines and detail drawings.</p> <p>Impact - Children will have a final piece based on their chosen organ demonstrating their style.</p> <p>11.5.20 - SATs WEEK</p>
Texts	<p>Are you there God it's me Margaret? - Judy Blume - class read</p> <p>Pig Heart Boy - Malorie Blackman - guided reading</p>	
Trips		

2	7.6.21 - 2 pieces of work	21.6.21 - 6 pieces of work	8.7.21 - Completed product
Focus and skills	<u>RE - Judaism</u> <u>What is anti-Semitism?</u> What is Judaism? What is anti-semitism?	<u>History - Inspirational Leaders</u> <u>What makes a leader inspirational?</u> Why was Queen Elizabeth I inspirational? Who was Mahatma Ghandi? What was the Apartheid in South Africa? (Nelson Mandela) How did Mother Theresa become Blessed? What is special about Barrack Obama? What are the qualities of a good leader?	<u>DT - Ball bearing maze game-</u> Design <ul style="list-style-type: none"> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - generate, develop, model and communicate their ideas through discussion, exploded diagrams, prototypes, pattern pieces and computer-aided design Make <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their

			<p>functional properties and aesthetic qualities</p> <p>Evaluate - investigate and analyse a range of existing products</p> <ul style="list-style-type: none"> - Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>Technical knowledge</p> <ul style="list-style-type: none"> - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
Texts	<p>Once - Morris Gleitzman - guided reading</p> <p>Long Walk to Freedom - Chris Van Wyk - class read</p> <p>Journey to Jo'burg - Beverley Naidoo - guided reading</p> <p>Grange Enders - Maggie Walker - class read</p>		
Trips	<p>African drumming workshop (in school)</p>		

