

## YEAR 6 CURRICULUM OVERVIEW: SUMMER 2019

	FIRST HALF OF TERM	SECOND HALF OF TERM
<b>HISTORY</b>	<b>Britain Since 1930</b> The Blackout, The Blitz, Air raid shelters, Rationing, Wartime recipes, Clothing, Make do and mend, the Utility Mark.	<b>Britain Since 1930</b> Propaganda, Dig for Victory, National Government and Post-war Britain during the 50s, 60s and 70s.
<b>GEOGRAPHY</b>	To recognise and differentiate between Parliament and Government. Identify the key parts of Parliament and the major Cabinet positions. To understand and identify the characteristics of the Commons and the Lords and the differences between them.	Understand the process of law and the role that democracy plays in our lives. To consider and discuss the factors that contributed to women having the right to vote.
<b>STEAM</b>	<b>The James Dyson Foundation Boxes</b>	
	<b>Design box – the Dyson Fan</b> Used design criteria to inform the design of a functional product, aimed at a particular individual or group – Generated, developed, modelled and communicated their ideas through discussion and prototyping – Selected tools and equipment to perform practical tasks – Applied their understanding of how to strengthen, stiffen and reinforce structures – Evaluated their ideas and products against their own design criteria and considered the views of others to improve their work	<b>Engineering – The Dyson Hoover</b> Identified and solved their own design problems – Developed specifications to inform the design of a product – Developed and communicated design ideas using annotated sketches and presentations – Selected from and used tools, materials and components – Evaluated and refined their ideas and products against a specification – Understood how the properties of materials and the performance of structural elements achieve functioning solutions
<b>COMPUTER SCIENCE</b>	<b>TINKERCAD</b> To be able to use instructions to design a ‘braille’ cube to spell out the name of The Mead for the reception.  To be able to work as digital buddies to facilitate successful TINKERCAD designs. To develop independent learning skills	<b>Secondary Ready Computer Skills</b> To be able to use Word confidently and understand what to use it for. To be able to navigate the internet safely To be able to explain plagiarism and how to research using the internet To be able to reference accurately
<b>GLOBAL STUDIES</b>	<b>Evolution and Culture</b> To begin to understand the role I have in the world. To learn about global poverty. To learn about the growth and speed of technology change. <b>Human Development and Morality</b> To learn about energy production – fossil fuels versus green power. To learn about language and communication. Why did this happen? To learn about Italy, its culture and language.	<b>Human Development and Morality</b> To learn about values. What are they, do we all value the same things? What makes us value something? To discuss the power of the media and fake news. To learn about what’s in the news, exploring different viewpoints of international topical events, debates or news stories.
<b>PERFORMING ARTS</b>	<b>Summer Show rehearsals – Mary Poppins</b>	
<b>MUSIC</b>	<b>Summer Show preparations – Mary Poppins</b>	
	<b>Ukulele:</b> Children will continue to practise chords C, F, G7 and Am in various compositions. Children will prepare performances for the Leavers’ Service.	
<b>RS</b>	<b>Individual studies on Islam.</b> To include: Muslim beliefs. Five Pillars. Mohammed’s story. The Qur’an. The Mosque. Festivals. Islamic art. <b>Research project:</b> The year 6 will complete a project related to Islam. <b>Key vocabulary:</b> Islam, Muslim, Qur’an, Ramadan, Allah, Mecca, Five Pillars of Islam, Hadith, Imam, Muhammed, prophet, Hijab	<b>A summary of an alternative religion/beliefs eg Hinduism</b> What is the same? What are the contrasts? Which aspects of the beliefs appeals to you/do you question? Children will compare and contrast an alternative religion with the Christian faith. <b>Key Vocabulary:</b> Mandir, Vishnu, Shiva, Brahma, Ganesh, Rama, Sita, inspirational, faith, Hinduism, Karma, reincarnation, Dharma, Samsara, atman, Moksha, artha, Sanskrit, Vedas, Om.
<b>PE</b>	Sports Day Practise and preparation of year group related events. Swimming Gala Preparation. Cricket	Sports Day Practise and preparation of year group related events. Trampoline, Cricket
<b>ART</b>	Looking at Texture. Design pattern using a variety of materials such as string, small beads, dry pulses, wire, screwed up tissue, wood. Cover each segment in tissue using either warm or cool colours.	
<b>FRENCH</b>	<b>Les vacances</b> To be able to ask and state how you travel to different places, towns or countries– Comment voyages-tu? J’ai voyagé To recognize and use modes of transport vocabulary To become familiar with vocabulary for familiar places	<b>Les vacances</b> To be able to ask and answer how you travel and justify your answer. To learn the names of countries and to ask and say which countries you are going to: Je vais aller