Year 6 Curriculum – Autumn Term Overview

Religious Education 1
Sikhism - Gurdwara

Key questions: ***Please note: Key questions will depend on which faiths the teacher has decided to focus on for this unit.***

Key Questions:
How is the Gurdwara a centre for worship and a place that demonstrates Sikh values?
Why is the Guru Granth Sahib 'The Everlasting Guru?

Vocabulary: Granthi, Langar, Guru Granth Sahib Gurmurkhi, Gurdwara

History
Ancient Greece - A study of Ancient Greek life, key achievements and their influences on the western world - look to Culture and Society: Philosophy, Religion, Democracy, Arts and Drama (Myths)

Key Questions
'significance, causes and consequences'
How have the Ancient Greeks impacted on our lives today?

Key Questions
Where is this period placed on the class global timeline? What were the key characteristics of life in Ancient Greece? What can we learn about Ancient Greece culture and religion from their myths? What facts can we glean from Greek myths? (Was the Minotaur and the Labyrinth real?) How did the creation of democracy impact on modern day? What was the Ancient Greeks greatest achievement? Why is it so difficult to know about Ancient Greece? How did Ancient Greece compare to Ancient Rome, Ancient Egypt and others? What is the most significant art from this period and how is this important to find out more about this period?

Vocabulary: Acropolis, Alexander the Great, Aristotle, Athens, City-state, Sacrifice, Slave, Temple, Theatre, Marathon, Olympics, Stadium Parthenon, Plato, BCE / CE, Ancient civilisations, Archaeology, Democracy, Discovery, Diversity, Empire, Government, Invention, Parliament, Republic, Significance

Religious Education 2
Sikhism and Sikh community

Key Question: Why was Guru Gobind Singh important? What is the significance of the Amrit Ceremony?

Vocabulary:
Vaisakhi, Khalsa
5 Ks (Kesh, Kangha, Kara, Kachera,Kirpan)
Amrit ceremony, Celebration, obligations

Computing
Digital Learning
Use technology to collaborate on an extended project
Children will build on their understanding of Online Safety and know how to stay safe on the Internet. They will understand what is safe to be shared online and the reasons for this.
Key Questions:
How can we communicate safely online?
How can we check content online is reliable?
What are the different types of online scams?

Vocabulary: cyber bullying, online crime, agencies, fake news
Phishing, scams, reliable, digital footprint, online reputation

Geography
North America Continent
Physical and Human Characteristics

Key Questions
What are the key physical features of North America?
How has the 'Great Pacific Garbage Patch' formed and what are we doing about it?
How do humans effect the planet we live on?
Focus on: What is climate change? What causes climate change?
How does climate change effect the planet? How does climate change effect people? How are people coping with climate change?

Describe and understand key aspects of:
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.
Vocabulary: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, fossil fuels, sea-level, extinct, plastic waste, Great Pacific Garbage Patch, Gyre

Design Technology
Sustainable product design
To understand simple sustainable product design.
To use and apply their technical knowledge of materials and mechanical and electrical systems and to source and work with appropriate materials that are required for their product.

Key questions:
What does sustainable mean? Can you make a prototype? How will you present your ideas?
What is the importance of sustainability?
Vocabulary:
Sustainability, aesthetics (including shape, form, proportion, finishing), source

PHSE 1

Health and wellbeing
Looking after ourselves; growing up; becoming independent; taking more responsibility

Key Question: How can we challenge the causes of racism?

PHSE 2

Health and wellbeing
Looking after ourselves; growing up; becoming independent; taking more responsibility

Key Question: How can we keep healthy as we grow?

Autumn 1
Light
Recognises that light appears to travel in straight lines
Uses the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
Explains that we see things because light travels from the light sources to our eyes or from light sources to objects and then to our eyes
Uses the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Vocabulary: Light, source, dark, reflect, mirror, shadow, direction, transparent, opaque, translucent, surface, shiny, matt
Key Questions:

How do we see objects?
How does light from light sources, or reflected light travel?
How are shadows formed and how does their shape and size change?

Autumn 2
Electricity
Associates the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit
Compares and gives reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
Uses recognised symbols when representing a simple circuit in a diagram

Vocabulary: Components, current, conductor, insulator resistance, voltage

Key Questions:
How can we use simple apparatus to construct and control a series circuit?
How is the circuit affected when changes are made?
What symbols are used to represent simple series circuit diagrams?
Can you explain verbally, and in diagrams using accurate symbols, how you can make a bulb brighter?

Physical Education

Autumn 1:Health and fitness- Circuits and netball
Autumn 2: Dance and Hockey

Music

Rhythm
To be able to read rhythmic notation.
Melody/Use of voice

MFL

Key Focus:
Daily Routines , using times
Forms of transport

Art
Suggested Theme: North American Landscapes
Suggested Stimulus: North American Landscapes (Rockies, great plains, coast)

To understand the role of a counter melody to improve or enhance a piece of music. **Notation** To identify pitches on a stave and the relationships to each other e.g which notes are higher/lower than others). To understand how to work out an interval and use Roman Numerals to represent them. **Composition and improvisation** To compose melody, rhythm and lyrics in a series of combinations which make musical sense. **Listening and appraising** To compose melody, rhythm and lyrics in a series of combinations which make musical sense. Vocabulary: Polyrhythms, 2-part singing, 3-part singing, Counter melody, Interval, pitch, higher, tone, dynamics,. Crescendo, diminuendo Key questions: **How can you create a polyrhythm?** **What is a counter-melody?** **How could you work out the distance between two notes (interval)?**	**Key questions:** **Can you describe and write about your daily routine and how you travel to school?** **Vocabulary** Qu'est-ce que tu prends au petit déjeuner ? Je prends… un chocolat chaud, un café, un jus de pomme, un croissant, un pain au chocolat, des céréales, une tartine. Normalement, d'abord, ensuite, enfin, après l'école... Ma journée. À… une heure, deux heures (moins) cinq, dix, vingt, vingt-cinq ... Je me lève, Je prends mon petit déjeuner, Je vais à l'école, Je prends mon déjeuner, Je quitte l'école, Je prends mon dîner, Je me couche Où vas-tu? Je vais à l'école… en voiture, en bus, en train, en métro, à pied, à vélo, en avion, en bateau Il/elle va	Skills: sculpture Create a range of 3-D models for different environments. Range of techniques using wire and modroc plaster **Key Questions:** **How would you develop ideas further?** **Can you annotate your finished piece?** **Is this what you intended?** **What did you find difficult?** **Vocabulary**: pproportion, maquette, negative / positive space,