

## YEAR 6 AUTUMN TERM

**The Big Question:** Would you consider the Industrial Revolution to be positive or negative for the planet?

**Trip:** Formby Beach, Quarry Bank Mill, International Slavery Museum, Hindu Temple

**Guest Speaker:** RNLI Volunteer, Greater Manchester Fire and Rescue Service

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

## MATHS

Throughout the autumn term, we will be covering the following areas:

- Place value including decimal places
- Addition and Subtraction
- Multiplication and Division
- Geometry - 2D and 3D shape
- Fractions, Percentages and Decimals
- Geometry - Angles
- Measurement - Length, Perimeter and Mass
- Measurement - Area and Volume

The aim is to cover the units multiple times over the course of the year to keep understanding and fluency fresh in pupil's minds.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

## RE

### Hinduism and Religious Diversity in the UK -

Our aims for this unit of religious education are:

- To enquire into and understand the core beliefs of Hinduism.
- To understand how Hindus worship.
- To discover a handful of the hundreds of deities in Hinduism.
- To observe and understand the meanings behind some of the iconography of the religion
- To enquire into the diversity of religion in the UK and discuss the many opinions its citizens have on the matter.

We will also be looking more in-depth at the holy festival of Diwali - the festival of lights!

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

## ENGLISH

### Diary of a Pauper Kid -

Year 6 will begin this term by drawing on their knowledge and experience of the Industrial Revolution and the children that kept it running. Pupils will create four diary entries of a child mill-worker as they begin their working life.

### Setting Description -

During this unit, pupils will imagine themselves to be intrepid explorers searching for a rare species of animal rumored to exist deep in the jungle. Using rich and varied descriptive language and the use of present tense to add suspense, this writing should produce a vivid picture of words that is easy for the reader to imagine.

**Persuasive Writing** - Using knowledge gained through their studies in History, Geography and independent research, Year 6 will form a persuasive piece of writing designed to convince Wigan Council to convert to clean energy resources to combat the threat of climate change.



Shevington Vale  
Primary School

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

## PSCHE

### Getting On and Falling Out -

This term, pupils will take a look at relationships and the various levels of friendship. Friendship can be a very confusing and challenging part of life, navigating the intricacies of relationships is hard enough for adults!

This unit is designed to help children to be better equipped and more understanding when it comes to making friends and what to do when we fall out.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

## HISTORY

### The Victorians and the Industrial Revolution -

First on the list of historical discovery for Year 6 is the Victorian era - more specifically, the Industrial Revolution. Pupils will be studying the profound impact this period in time had on humanity and the rest of the planet.

From the origins of mass production through to the radical changes civilization went through by the turn of the 20<sup>th</sup> Century, we will be studying the effects and cost of progress during this period.

As part of this unit, we will also be visiting one of the last fully operating industrial mills in the UK, Quarry Bank, to experience the terrific - and horrific - stories of the Industrial Revolution for ourselves.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

## GEOGRAPHY

### Coastlines -

Throughout history, coastlines of all types were the first sights for migrating people of their new home. We have settled them, they have served as protection, and they still to this day offer a livelihood for millions of people. It cannot be understated how important our coastlines are from both a historical point-of-view and from a modern one.

During this unit, children will study our coastline and highlight important sites such as ports of trade and commercial fishing as well as the people that call coastal towns home. We will also study the coast's wildlife and how preservation of the UK coastline is more important than ever.

Creative	<b>SCIENCE</b>
Multiple perspectives	<b><u>Adaptation, Inheritance and Evolution</u></b> -
Justify	This term, Year 6 will study adaptation, inheritance and evolution in nature, specifically the peppered moth which underwent a rapid change due to the Industrial Revolution. We will use our knowledge of the period to better understand the reasons for this change and begin to appreciate why this was an important study in understanding and observing evolution.
Debate	In addition to this, we will also be taking a closer look at binominal nomenclature - the process of naming a species using Latin - and its creator Carl Linnaeus.
Cause + Consequence	<b><u>Optics: An Investigation of Light</u></b> -
Share a Story	The second science unit will be on the topic of light. Year 6 will study the particles that make light and the physics of how it can be manipulated through experimentation.
Make Connections	
Wider World	
Economise	

Creative	<b>PE</b>
Multiple perspectives	<b><u>Athletics and Cross-Country Running</u></b> -
Justify	During the autumn term, Y6 will be focusing on athletics and cross-country in preparation for the competitions that come in thick and fast.
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	<b>MUSIC/MFL</b>
Multiple perspectives	Ukulele -
Justify	We are once again fortunate enough to have Mrs Holcroft back this year to give the children a fantastic, professional music education.
Debate	
Cause + Consequence	This term, children will perform in both solo and in an ensemble, compose and record their own piece and deepen their understanding of notation and formal written music.
Share a Story	
Make Connections	
Wider World	
Economise	



Creative	<b>ART</b>
Multiple perspectives	<b><u>Arts and Crafts Movement</u></b> -
Justify	During the Industrial Revolution, many creatives and artists became frustrated with mass production and felt that artistry and craft were being lost to automated machinery.
Debate	
Cause + Consequence	As a result, the Arts and Crafts movement was born. Characteristics of this style are ornate wallpapers and themes of nature and can be represented in multiple formats - from knitting to hand carved furniture. The purpose was to restore a bespoke and hand-made feel to decoration.
Share a Story	With this in mind, Year 6 will design and produce their own intricate wallpaper using natural themes and pattern. We will be using polystyrene blocks to carve and print our patterns.
Make Connections	
Wider World	
Economise	

Creative	<b>DESIGN AND TECHNOLOGY</b>
Multiple perspectives	
Justify	The Autumn term doesn't have any dedicated design and technology focus but, rest assured, Spring and Summer terms will be jam packed with DT focused projects.
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	<b>COMPUTING</b>
Multiple perspectives	<b><u>Presentation Software</u></b> -
Justify	This term, Year 6 will be drawing upon all they have learned in the field of computing to research, gather and present data and information relating to the Coasts unit.
Debate	
Cause + Consequence	Understanding how to compile and best present information using Powerpoint will be the focus, yet the process of researching is, in itself, a skill. Children will be expected to draw on their own knowledge and search for information online, deciding upon what is relevant to their presentation.
Share a Story	
Make Connections	
Wider World	As always, pupils will be expected to conduct themselves responsibly when using technology, especially when online.
Economise	

## YEAR 6 SPRING TERM

**The Big Question:** Will we ever see world peace?

**Trip:** Imperial War Museum, Western Approaches

**Class Reader:** When the Sky Falls, Can You See Me

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

### MATHS

Throughout the Spring Term, we will be covering the following areas:

- Place value including decimal places
- Addition and Subtraction
- Multiplication and Division
- Geometry - 2D and 3D shape
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- Geometry - Angles
- Measurement - Length, Perimeter and Mass
- Measurement - Area and Volume

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Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

### RE

#### How do Christians follow Jesus?

Children will gain an understanding of how following Jesus impacts on a Christian's way of life. They will gain knowledge and understanding of key Christian beliefs and make links with the actions and lifestyles of believers.

Children will enquire into the nature and importance of the Bible in Christian life by asking questions and researching answers. They will identify different genres of books contained in the Bible and learn how to look up a Bible reference. Children will describe, in a creative way, the key festivals and events of the Christian calendar and explain how they are celebrated in the Christian community.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

### ENGLISH

**Third Person Narrative** - Pupils will be researching the events that occurred at Dunkirk during the evacuation of the British Army from France in WWII. Children will then be asked to create a character with a back story that will directly influence their characters actions in their narrative which will take place during the evacuation.

**The Hindenburg Disaster** - We will be looking closely at the events leading to the horrific air disaster of the Hindenburg airship and the significance of this event in aviation history. Pupils will then create a newspaper article reporting the incident as if it is the morning after. The article is expected to be factual, give a clear chronological narrative, and use a formal tone.

**The Big Question** - Year 6 will attempt to answer this term's Big Question using discussion and evidence from their studies - Will we ever see world peace?



Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

### PSCHE

#### Living in the wider world - Responsibilities

Children will be learning about:

- stereotypes; how they can negatively influence behaviours and attitudes towards others.
- prejudice; how to recognise behaviours/ actions which discriminate against others.
- Social Media; things that should/should not be shared on social media; rules surrounding distribution of images.
- how text and images in the media can be manipulated or invented.
- identifying jobs they may like to do in the future and the skills that will help them in their future careers.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

### HISTORY

#### World at War

World War II was the most destructive conflict in history and spanned across the globe - from France to Africa, from Russia to the Pacific Islands. There was almost no nation on earth that wasn't affected by war.

In this unit, Year 6 will investigate the key events of the time period and attempt to understand the reasons for so many nations going to war. We will also look closely at the impact the war had on daily life in the UK and 'Operation Pied Piper'...

2020 marked 80 years since the incredible evacuation of the British armed forces from the beaches of Dunkirk - an event that had the fate of the entire war resting on its success. We will spend some time studying the events of this remarkable rescue in detail.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

### GEOGRAPHY

#### Grid Referencing

This term in geography, we will be focusing on building on grid referencing skills learned in previous years. Year 6 will take it a step further by introducing 6-figure grid referencing to accurately locate landmarks on an OS map.

Pupils will learn the skill and then put that skill into practice by creating their own OS map, using DigiMap, complete with landmarks and challenging their classmates to find landmarks and grid references.

Creative	<b>SCIENCE</b>
Multiple perspectives	<b>Electricity</b> This unit will build on knowledge gained in Year 4 on circuitry. Pupils will be investigating the relationship between voltage and the brightness of a bulb, understand and compare how different components in a circuit function and use symbols to represent components in a diagram.
Justify	
Debate	
Cause + Consequence	
Share a Story	<b>Light</b> The second science unit will be on the topic of light. Year 6 will study the particles that make light and the physics of how it can be manipulated through experimentation.
Make Connections	
Wider World	Conducting and accurately recording an experiment will be top priority in this unit.
Economise	

Creative	<b>PE</b>
Multiple perspectives	<b>Invasion Games -</b>
Justify	This term, Y6 will draw upon skills learned throughout their physical education and apply them effectively to defend and attack in sports such as rugby, football, netball, basketball and hockey.
Debate	
Cause + Consequence	
Share a Story	An additional target for pupils will be to recognize tactics and strategies that transfer between sports as well as explain rules to others confidently and accurately.
Make Connections	
Wider World	
Economise	

Creative	<b>MUSIC/MFL</b>
Multiple perspectives	<b>Jazz -</b>
Justify	Spring term will see Y6 begin to step into the complex world of jazz. Mrs Holcroft will once again be joining us to take pupils on a whistle stop tour of an under appreciated genre of music that she happens to be particularly passionate about!
Debate	
Cause + Consequence	
Share a Story	Children will learn about George Gershwin and his work, which ingeniously blended the forms and techniques of classical music with elements of popular song and jazz.
Make Connections	
Wider World	
Economise	



Creative	<b>ART</b>
Multiple perspectives	<b>Graphic Novel Art</b>
Justify	Children will explore a range of graphic Novels and produce their own Graphic Novel Art based on their character from their narrative based on the events at the Dunkirk evacuation.
Debate	
Cause + Consequence	Children will consider layout and pacing, use the skills of drawing and inking, choice of colour to emphasise tone and mood and explore and create lettering to accompany their artwork.
Share a Story	
Make Connections	Children will explore a range of famous graphic novel artists such as Will Eisner and Art Spiegelman.
Wider World	
Economise	

Creative	<b>DESIGN AND TECHNOLOGY</b>
Multiple perspectives	<b>Electrical Systems (cc links Science)</b>
Justify	Using research, children will discuss a range of relevant products that respond to changes in the environment using a computer control program such as automatic nightlights, alarm systems, security lighting.
Debate	
Cause + Consequence	They will use measuring, marking out, cutting and joining skills with construction materials to create their electrical products.
Share a Story	Children will communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams
Make Connections	They will test the system to demonstrate its effectiveness for the intended user and purpose.
Wider World	
Economise	

Creative	<b>COMPUTING</b>
Multiple perspectives	<b>Creating a web page</b>
Justify	This unit introduces children to the creation of websites for a chosen purpose. Children will identify what makes a good web page and use this information to design and evaluate their own website using Google Sites.
Debate	
Cause + Consequence	
Share a Story	Throughout the process children will pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.
Make Connections	
Wider World	
Economise	

## YEAR 6 SUMMER TERM

**The Big Question:** Do we live in a fair society?

**Trip:** York, End of Year Trip

**Guest Speaker:** Civil Rights Activist

**Class Reader:** Ruth and the Green Book, Collected

Creative	<b>MATHS</b>  Throughout the Summer Term, we will be covering the following areas: <ul style="list-style-type: none"><li>• Place value including decimal places</li><li>• Addition and Subtraction</li><li>• Multiplication and Division</li><li>• Geometry - 2D and 3D shape</li><li>• Fractions, Percentages and Decimals</li><li>• Geometry - Angles</li><li>• Measurement - Length, Perimeter and Mass</li><li>• Measurement - Area and Volume</li></ul> The aim is to cover the units multiple times over the course of the year to keep understanding and fluency fresh in pupil's minds.
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	<b>RE</b>  <u>Death</u> -  This term we are observing the various ways in which the different religions approach death. A lot of us are familiar with the Christian belief that our souls are judged on our actions on Earth and are then either accepted into Heaven or sent to Hell, but what do Jews believe? Is there a Hindu equivalent of Heaven? Do Muslims hold funerals for loved ones?  Death is a very sensitive subject but an unavoidable one. What religions do offer is comfort in the faith that our souls continue long after our bodies are gone. This unit allows pupils to discuss their beliefs and others in a respectful environment.
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	<b>ENGLISH</b>  <u>Should A.I. Be Given Human Rights?</u> - This unit specifically focuses on using both sides of an opinion to produce a balanced argument. The argument in this case is whether or not artificial intelligence deserves to be given human rights or something similar. This will tie into the class reader from last term, <i>Cogheart</i> , that focuses on very similar themes.  <u>Non-Chronological Report</u> - With non-chronological reporting, Year 6 will be given the freedom to choose the topic they are reporting on. It must be something they have a solid knowledge of and a passion for. Pupils should include statistics and figures relevant to their subject and be as factual as possible.  <u>The Big Question</u> - The final Big Question requires Year 6 to draw on their knowledge gained over the past term, facing the question - Do we live in a fair society?
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	



Creative	<b>PSCHE</b>  <u>Human Rights</u> -  We all have them, but we don't all know what they are. This term, Y6 will be looking at what human rights are, where they came from and what happens when they are violated. This unit links in very closely with our other subjects, in particular <i>Geography</i> and <i>History</i> .  Pupils will then create their own personal human rights that they believe we all should have!
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	<b>HISTORY</b>  <u>The Civil Rights Movement</u> -  The final historical study this year will be on the Civil Rights Movement that gained massive traction in the US during the 1950s and 1960s. We will study the key events of the movement and highlight the key figures that pushed for equality for black people in the hopes of a fairer society.  With current events on social matters seemingly in turmoil around the world, we will also be comparing and contrasting the reactions and approaches that movements such as Black Lives Matter have with the Civil Rights Movement.  As part of this topic we will be challenging pupils to consider why inequality in race was so prevalent, especially in 1960s USA, and why there still seems to be a divide to this day.
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	<b>GEOGRAPHY</b>  <u>Does Where We Are Born Really Matter?</u> -  This term in <i>Geography</i> , we are going to be studying how where a person is born in the world can affect their quality of life. Pupils will learn the differences between developed and developing countries and a few of the reasons why this might be the case.  Pupils will conduct a self-created survey of local people to determine where they are originally from; whether they were born locally or have moved here from somewhere else in the country or even the world.  We will also produce a piece of reflective writing which will explore what pupils imagine life to be like for a child in developing countries and also what they think those children imagine our lives are like.
Multiple perspectives	
Justify	
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	<b>SCIENCE</b>
Multiple perspectives	<u>Human Circulatory System</u> -
Justify	This term we will be studying the amazing process that keeps the blood pumping around our bodies - the circulatory system. We will explore the reasons why we need a circulatory system and create a living model on a massive scale!
Debate	We will also be conducting an experiment by altering the rate of our pulses to observe the effects of exercise and time on the rate.
Cause + Consequence	<u>Relationship and Sex Education</u> -
Share a Story	The last unit of Science for the year will be studying reproduction and sexual relationships. The aim of this unit is to ensure our children have the education in place to form healthy relationships, when the time comes, as they move on to secondary school. We also offer a safe environment in which children can ask questions and receive suitable answers. All sessions are conducted with at least two members of staff.
Make Connections	
Wider World	
Economise	

Creative	<b>PE</b>
Multiple perspectives	<u>Long Distance Running and Ball Games</u> -
Justify	The final term in PE will consist of long distance and ball games, mixing individual endurance and co-operation to test pupil's skills.
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	

Creative	<b>MUSIC/MFL</b>
Multiple perspectives	<u>Blues and Soul</u> -
Justify	Mrs Holcroft will once again be providing a fantastic music education this term and will focus on blues and soul. This genre really ties in with the Civil Rights Movement and black culture as a whole - from its roots in slavery to its incorporation into almost all genres of music!
Debate	
Cause + Consequence	
Share a Story	
Make Connections	
Wider World	
Economise	



Creative	<b>ART</b>
Multiple perspectives	<u>Video Production</u> -
Justify	This is a great opportunity to build on pupil's current knowledge of media and how it can be produced. This unit will challenge the children to co-operate with their peers to create an advertisement for Vale Fest. They must discuss and develop ideas; storyboard their ideas prior to shooting; film the advert using iPads and then edit the advert together using editing software.
Debate	
Cause + Consequence	
Share a Story	
Make Connections	Pupils will be expected to use transitions, basic special effects (green screen) and alter audio levels to create a polished product.
Wider World	
Economise	

Creative	<b>DESIGN AND TECHNOLOGY</b>
Multiple perspectives	<u>Rations!</u> -
Justify	This term, pupils will be challenged with creating a healthy, filling meal using only ingredients that could be found during wartime Britain.
Debate	
Cause + Consequence	
Share a Story	
Make Connections	Using the knowledge gained through our History lessons last term, pupils will research what ingredients would have been available and create a meal. They will then learn the skills necessary to create the meal and hold a dinner party to eat their meals.
Wider World	
Economise	

Creative	<b>COMPUTING</b>
Multiple perspectives	<u>Game Design</u> -
Justify	The final unit of computing for the year will see the pupils build on their knowledge of game design to design and programme their own basic video game using Scratch - an online game design software.
Debate	
Cause + Consequence	
Share a Story	
Make Connections	This is an opportunity for Year 6 to let their imaginations go wild and try to create something engaging and fun!
Wider World	
Economise	