

Religious Education *British Values link

Christianity Jesus

- retell the events leading up to and including the death of Jesus
- explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life
- explain how and why Christian individuals and communities might celebrate the events of Holy Week
- use religious vocabulary to describe and explain the Eucharist
- explain different Christian beliefs about the Eucharist and its importance
- consider how people might mature and become stronger through overcoming difficulties
- consider the value of being part of a community on the 'journey of life' *
- raise questions and discuss the extent to which they agree that 'suffering makes you stronger'
- discuss own experiences and attitudes towards the importance of having companionship on the journey of life*

Islam

- analyse the Five Pillars of Islam and how they are linked
- explain how the beliefs and values of Islam might guide a person through life
- explain the importance of the Ummah for Muslims and that this is a community of diverse members
- describe and explain the importance of Hajj, including the practices, rituals and impact
- explain how a person might change once becoming a hajji
- consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage (Hist)
- discuss the various events that might happen on the journey of life and how people might change over the course of their life*
- consider what support people might need on life's journey*
- ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed

Art & Design (DT)

- Add collage to a painted, printed or drawn background.
- Use a range of media to create collages.
- Use different techniques, colours and textures etc. when designing and making pieces of work.
- Use fabrics to create 3D structures.
- Use different grades of threads and needles.
- Experiment with batik techniques.
- Experiment with a range of media to overlap and layer creating interesting colours and textures and effects
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work.
- Explore the roles and purposes of artists
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt and annotate their work according to their views and describe how they might develop it further.



Year 6

Ancient Worlds

Ancient Islamic Civilisations

Attitudes to Learning:

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
 - Motivation and Curiosity
- Self-confidence and Esteem
 - Independence

Design and Technology (Art)

- Use the correct vocabulary appropriate to the project
- Create 3D products using patterns pieces and seam allowance
- Understand pattern layout
- Decorate textiles appropriately (often before joining components)
- Pin and tack fabric pieces together
- Join fabrics using over sewing, back stitch and blanket stitch
- Make quality products
- Prayer Mats linked to Islam.
- Plan the sequence of work
- Record ideas using annotated diagrams
- Devise step by step plans which can be read / followed by someone else
- Develop one idea in depth
- Use research information to inform decisions
- Use appropriate finishing techniques for the project
- Refine their product – review and rework/improve
- Research and evaluate existing products
- Consider user and purpose
- Identify the strengths and weaknesses of their design ideas
- Understand how key people have influenced design

History

Islamic Civilisations

- Uses timelines to place events, periods and cultural movements from around the world (Including previously taught topics)
- Understand how some historical events (within key historical periods) occurred concurrently in different locations across the world
- Start to explain the importance of an event using the following criteria: significance individually, regionally, nationally or globally
- Chooses reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities etc.
- Recognise and explore what was so special about the Golden Age of Islam.
- Investigate how rich Saxon visitors to Islamic cities affected the daily life of the civilisation.
- Compare the spread of Christianity across the Middle East, Africa and Europe to the spread of Islam in overlapping areas but later centuries.
- Demonstrate a more informed knowledge of how Baghdad was the centre of a trade network that extended from China to Ireland, and from Scandinavia to sub-Saharan Africa.
- Understand that one event/ person can have multiple consequences that impacts on many countries and civilisations
- Form own opinions about historical events in the past and how these have been represented in different ways.
- Investigate their own lines of enquiry by posing historically valid questions to answer.
- Evaluates the usefulness and accurateness of different sources of evidence.
- Devise a reasoned hypothesis about why Abbasid caliph Al-Mansur built Baghdad as a round city in AD762.
- Evaluate the achievements of the Islamic civilisation and which of these have the most impact on life now.
- Construct responses to historical questions, discussions, debates and hypotheses that involve generating and organising relevant historical information.
- Use a variety of historical terms and concepts

Computing

Online Safety

- Identify secure servers (padlock such as internet banking).
- Understand and can discuss the need to use privacy settings on social networking sites.
- Know everything posted online can be seen, used and may affect others.(PSHE)
- Understand the potential risks of providing personal information online both inside and outside of school and also that of sharing other people's information without permission.

Digital Media

- Use visual media from different sources (photos, video, graphics or animation) to enhance a presentation or communicate an idea.
- Evaluate and improve work, as part of a design process.
- Choose appropriate software, techniques and features for task and audience.
- Use appropriate ICT resources to compose music or sounds to accompany a presentation.
- Publish an audio production online.
- All work adheres to copyright rules and acknowledge sources where necessary.

PSHE-& RHE

Keeping Myself Safe

Self-Confidence & Esteem

Behave yourself

Recognise and empathise with patterns of behaviour in peer-group dynamics;

Recognise basic emotional needs and understand that they change according to circumstance;

Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.

Don't force me

Describe ways in which people show their commitment to each other;

Know the ages at which a person can marry, depending on whether their parents agree;

Understand that everyone has the right to be free to choose who and whether to marry

Dear Ash

Explain the difference between a safe and an unsafe secret;

Identify situations where someone might need to break a confidence in order to keep someone safe.

Modern Languages

Les Transports

- Talk about forms of transport.
- Ask and talk about how to get to different destinations.
- Talk about plans for a trip.
- Use understanding of number and money, to 'buy' tickets for a trip.

Les Sports

- Talk about sports they like and dislike.
- Give opinions about sports.
- Talk about and understand details for a sporting event.
- Develop understanding of masculine and feminine.
- Develop understanding of cognets and near cognets.
- Begin to identify plurals.
- Extend sentences using a range of connectives.
- Use a wider range of opinion phrases, including negatives.
- Develop understanding of numbers beyond 100.

Music

- Play more complex instrumental parts and maintain an independent part in a small group.
- Refine and improve own/ others' work.
- Improvise using 5 notes of the pentatonic scale using quality not quantity of notes.
- Create music reflecting given intentions and record using formal notation.
- Know how the dimensions of music are sprinkled through songs and pieces of music.
- Use musical vocabulary confidently to describe music.
- Describe different purposes of music in history/ other cultures.

Physical Education

Games

- Dribble, pass, receive and shoot using a range of equipment.
- Select and apply tactics when playing different Invasion Games.
- Evaluate which tactics are similar across different games.
- Create own Invasion Games.
- Select and apply tactics to outwit their opponents.

Gymnastics

- Develop understanding of Counter Balance and Counter Tension.
- Perform a group sequence of 8-10 elements and adapt to the apparatus.
- identify which sequences were performed with fluency, accuracy and consistency.

Science

Electricity Knowledge

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

Skills

- Explore and research more abstract systems / functions /changes / behaviours and record their understanding of these (*e.g. the relationship between diet, exercise, drugs, lifestyle and health; evolutionary changes; how light travels*)
- Independently ask a variety of scientific questions and decide the type of enquiry needed to answer them
- Articulate understanding of the concept using scientific language and terminology when describing abstract ideas, observations and findings (linked to the Y6 PoS)
- Record data and results of increasing complexity using scientific diagrams and labels, recognised symbols, classification keys, tables, bar and line graphs, and models.
- Make decisions about how to present and explain their findings through talk, in written forms or in other ways (e.g. using technology)
- Use observations to suggest a further (testable or research) question.
- Make a hypothesis where they say how one thing will affect another and give a reason for their suggestion with a developing understanding of the scientific concept
- Identify **variables** to change, measure and keep the same in order for a test to be **fair**
- Identify patterns in results collected and describe them using the **change and measure variables** (causal relationships) (e.g. as we *increased the number of batteries* the *brightness the bulb increased*)

Living things & their habitats Knowledge (seasons week)

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals (Maths link)
- give reasons for classifying plants and animals based on specific characteristics
- Find out about the work of Carl Linnaeus, a pioneer of classification

Skills

- Recognise the importance of classification to the scientific world and form a conclusion from their sorting and classifying
- Compare and contrast more complex processes, systems, functions
- Construct a classification key / branching database using more than two items
- Compare and contrast things beyond their locality and discuss advantages/disadvantages, pros/cons of the similarities and difference
- Use classification systems, keys and other information records [databases] to help classify or identify things.