

Year 6 – Summer

English – Treasure Island Transition Unit

Guided Reading – Letters from the Lighthouse

Class text – Wonder

	National Curriculum objective(s)	Success criteria	Project work	Key vocabulary (All pupils must be exposed to this) Tier 2	Key vocabulary (All pupils must be exposed to this) Tier 3	Links to previous and future learning
History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century (slavery and witchcraft)</p>	<p>Extended Chronological Study - The Stuarts.</p> <p>To understand the key events and important historical figures from this time period</p> <p>Understand the importance of parliament (linked to the story of Guido Fawkes) and how the people of the time lived. To contrast the beliefs of and the conflict between Catholics and Protestants.</p> <p>To understand the significance of the civil wars.</p> <p>To explain how the 'great fire of London' began and how this has changed the future for us all.</p> <p>To explain the key happenings of 'The plague' and compare this with the modern response to the Covid pandemic.</p> <p>To complete a brief study in the discovery of the 'New World' and the triangular slave trade and its implications today.</p> <p>To investigate Stuart attitudes to women and their obsession with witchcraft.</p>	<p>Create top trump profiles for monarchs and other significant figures in the Stuart Era.</p> <p>Use timelines and family trees to understand the relationships between the Stuart monarchs and their chronology.</p> <p>To study religious intolerance and suspicion. Compare Catholicism with Protestantism and the reasons for the split in the church.</p> <p>Cavaliers versus roundheads. To understand their political and ideological differences. Look at how clothing was used as a representation of their allegiances.</p> <p>To create a Stuart Style fire safety poster/build a wattle and daub model/use minecraft to recreate Pudding Lane (see nearpod)</p> <p>To compare the response to the plague epidemic with Covid-19.</p> <p>To use dual coding to understand the reasons behind the slave trade and the hardships endured by its victims.</p> <p>To link together the themes of fear, suspicion and oppression of certain groups of people (Catholics, women, slaves) and look at the lasting impact in modern prejudice.</p>	<p>critical, evidence, judgement, cause and effect, significance, consequence, similarity, connections, contrast, analyse, context, causality, interpretation, change.</p> <p>terrorist, extremist, assassination, altar, traditional, reformed, architecture, pillaged, slavery, enslaved, persecution, disease, immunity, immune-system, virus, bacteria, European, America</p>	<p>"the follies of mankind", monarchy, parliament, dissolution, reformation, rood screen, mass, Catholic, Protestant, holy communion, sin, confession, pope</p> <p>civil war, restoration, roundheads, parliamentarians, cavaliers, royalists, Puritan, execution, hunter-gatherer</p>	<p>To place time periods on a time line and understand the chronology of the different time periods and to be able to distinguish between short- and long-term timescales.</p> <p>To make links between religious and social history.</p> <p>Link to KS1 'events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]'</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>Human and physical geography To 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</p> <p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>To locate the world's countries, using maps to focus on Europe - including the location of Russia- focus on North and South America, Africa and Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>To develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p> <p>Identify key human and physical characteristics on North America. To be able to locate the south east passage and understand the exchange of goods between Europe, Africa and the Americas which fuelled the triangular slave trade.</p>	<p>analyse, interpret, communicate, record, resources, trade, economy, profit, natural/human environments</p>	<p>physical and human processes, resources, distribution,</p>	<p>Link with previous terms work on Europe. Link with the previous topic on Harry Potter's Wizarding schools.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art and Design</p>	<p>To create sketches to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing and painting.</p>	<p>Can select, use and manipulate a range of drawing tools, using them with control and dexterity to accurately represent from observation.</p>	<p>To create a detailed sketch of a Memento Mori inspired by Stuart still lives which focused on symbolism and the brevity of life. Make use of sketching, shading and symbolism.</p>	<p>Design, equipment, invent, experiment, craft, history, culture, oil, canvas, palette knife, easel, linseed oil, stroke, abstract, symbolic, still life</p>	<p>Perspective, dimension, form, texture, depth, shadow, shade, pressure, shape, composition, angles, position, polygon, medium</p>	<p>To improve their mastery of art and design techniques, including drawing and painting.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design and Technology</p>	<p>To understand and apply the principles of nutrition and learn how to cook. To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>To prepare and cook a savoury dish that is linked to healthy balanced diet</p>	<p>cook, boil, peel, wash, bake, simmer, variety, preparation, affordability</p>	<p>balanced-diet, fat, protein, dairy, carbohydrate, vegetables, fruit, sourced, processed, hygiene, nutrition</p>	<p>Links with P.E and Science Link to PSHE: Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)..

R.E.	<p>To raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p> <p>To give simple definitions of some key terms to do with life after death, e.g.salvation, heaven, reincarnation (A3).</p> <p>To describe the impact that the belief that we have a soul might have on the way someone might live their life</p> <p>To consider questions such as Will people behave differently in life if they believe in reincarnation? Why?</p>	<p>What do religions say to us when life gets hard?: To explain some similarities and differences between beliefs about life after death</p>	<p>To express ideas about how and why religion can help believers when times are hard, giving examples</p> <p>To outline Christian, Hindu and/or nonreligious beliefs about life after death</p> <p>To explain some reasons why Christians and Humanists have different ideas about an afterlife</p>	<p>Salvation, reincarnation, heaven, suffering, karma</p>	<p>Salvation, reincarnation, heaven, suffering, karma</p>	<p>Y5 Greek underworld and Y4 Hinduism project</p>
P.S.H.E/R.S.E	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To know that these universal rights are there to protect everyone and have primacy over national law and family and community practice.</p> <p>To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p>	<p>I can explain what the Universal Declaration of Human Rights is and understand that children have their own rights.</p> <p>I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.</p> <p>I can explain how I can respect other people's rights and I understand why this is important.</p>	<p>Discussions centred around the discussion topics. Pupils should demonstrate speaking and listening skills as parts of sharing experiences and debating based on their opinions where appropriate.</p>	<p>Declaration, human rights, nation, community, enforced</p>	<p>Declaration, human rights, nation, community, enforced</p>	<p>Y5 Values against Violence</p> <p>Assemblies throughout – Weston Values etc.</p> <p>Pic News mention of UN Rights of a Child etc.</p>
Computing	<p>To select, use and combine a variety of software (including on a range of digital devices) to design and create a range of programmes, systems and content to accomplish given goals.</p>	<p>To understand and use Binary.</p>	<p>To create a picture-based quiz for young children.</p>	<p>application, bug, backup, configure, cyber-space, de-bug, development, hardware, software, programmer, programme, cell (spreadsheet) column, row, formula, highlight, drag</p>	<p>encrypt(encryption), format, Java, operating system, input, output, mouse, monitor, keyboard, coding., fields.</p>	<p>Revision of all topics/quiz ideas.</p> <p>Knowledge of different software from throughout school.</p> <p>Y5 Place Value</p>
Science	<p>To use the following practical scientific methods, processes and skills: Planning different types of scientific enquiry to answer questions, take measurements using a range of scientific equipment, including repeat readings, recording data and results (diagrams, keys, tables, results), using results to make predictions, identify scientific evidence that has been used to support/refute arguments.</p>	<p>To recap the main concepts on science that have been explored during key stage two. Complete a range of scientific enquiries to support thoughts and ideas</p>	<p>Recognise that light appears to travel in straight lines</p> <p>Explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain how shadows are formed and can be altered.</p>	<p>straight line, visible spectrum, light source, light, beam, reflect, torch, shine, shadow, sun, shade, daylight, natural light, transmit, absorb, lens, magnetic</p>	<p>opaque absorption concave convex lens prism refraction reflection watt translucent transparent joule diffraction cornea pupil iris retina rod cone ultraviolet</p>	<p>Link to Y3 work on light and Y5 planet/eclipses and the Sun as a light source.</p>

Music	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music</p>	<p>Place music on a time line and explore the development of music.</p> <p>Listen to and appraise classical music.</p>	<p>Listen to classical and popular music from Western and world tradition.</p> <p>Listen and respond to Mars from the Planet's Suite by Holst.</p>	<p>Listening, Appraising, Composing, Perform, Rehearsal, harmony, soul, pop, rock, classical, operatic,</p>	<p>Pitch, Melody, Harmony, Rhythm Tempo, Dynamics, Texture, Timbre Singing, Notation, Instruments, rhythm, and timbre, composition, ensemble.</p>	<p>Classical music and pop music played and discussed in previous years.</p> <p>Build on singing and instrumental skills, and performance skills.</p>
	Languages	<p>Revise and review: greetings, weather, time, food, animals</p> <p>Compare Spain to the UK: government, money, landscape, temperature, size, rainfall, traditions</p>	<p>To be able to listen and respond in Spanish to a variety of questions and answers.</p> <p>To translate and follow a recipe.</p> <p>To relate unfamiliar cultural experiences to those in the UK.</p>	<p>Listen to Spanish speakers.</p> <p>Make a Spanish meal.</p> <p>Compare Spain to the UK.</p>	<p>Fiesta, Euro, cent, currency, monetary, note, coin, holiday, festival, fireworks, celebration, local, regional, autonomous, community</p>	<p>Fiesta, hay, Cincuenta, cinco, cien, dos, uno, doscientos, veinte, centavos, dinero, costa, brava, sol.</p>