




Overview of learning themes

Year 6		Who would live in a place like this? 	Ancient Beliefs and Traditions 	War and Peace 	
Our World – Our Possibilities – Expressing Ourselves	Humanities	Describe and understand physical geography using: <ul style="list-style-type: none"> - World maps - Biomes - Climate - Global warming Examine and investigate <ul style="list-style-type: none"> - Global warming - Human processes and impact - Climate change Compare and contrast countries north and south of the equator	Use primary and secondary source evidence to deduce information about the Ancient Egyptians through: <ul style="list-style-type: none"> - Society - Settlements - People (Tutenkahmun, Henry Carter) - Archeaology - Beliefs and traditions - Farming Compare and contrast with another ancient civilisation and present their legacies. Identify topographical features and track changes over time. Describe the importance of physical features such as the Suez Canal for international trade.	Understand the impact of WWII on the UK and wider world through: <ul style="list-style-type: none"> - People - Primary evidence - Society - Conflict - Propaganda - Beliefs - Transport Explain why this was the most deadly war in history Use maps to show the progress of the German invasion. Use OS maps to plot routes to local Derbyshire places	
	Art	Use Pop Art as inspiration to create our own artwork using printing techniques.	Compare architecture from ancient to modern and take inspiration from Dame Zaha Hadid to create a futuristic building.	Take inspiration from surrealist painters to create a painting of WWII using images to evoke emotion.	
	Music	Blocked – End of year performance Perform songs, music and rhythms for a performance. Play instruments, rhythmic patterns and select elements to enhance performance.			
	D&T	Create product outline for bread product linked to a biome. Prepare and evaluate.	Investigate arch structures in history. Design, make and evaluate a building using an arch structure (link with art)	Design product outline for motorised car using cams. Evaluate product.	
	Science	Understand and investigate evolution and inheritance in plants and animals	Understand the human circulatory system, diet and exercise Investigate Irreversible and reversible changes in materials	Investigate light and how it travels Investigate electrical circuits, volts, bulbs and batteries	
	French	School subject vocabulary and sentence structures to describe school	Decoding and understanding unfamiliar language	French to describe likes and dislikes using conjunctions	
	PSHE	Being Me: United nations and rights of the child. Choices and impact Celebrating Difference: Revisit bullying, power and the right to be different	Dreams and Goals: strengths and futures Healthy Me: Taking responsibility, drugs and effects, triggers for stress and strategies to help. Delivered through the LifeSkills programme	Relationships: Well-being, communication and online safety Changing Me: puberty, relationships, mutual respect	
	PE DRUMBA	Orienteering Tennis Gymnastics Circuit Training	Basketball Football Dance	Striking and Fielding games Gymnastics	
	Computing	Information Tech : Databases and search engines Digital Literacy: Good choices online Computer Science: coding challenges	Computer Science: Excel design Information Tech: filming and video presentation Digital Literacy: keeping safe online	Computer Science Coding – mapping, conditional events, variables Digital literacy – Mental health and well-being. Algorithms and advertising online	
	RE	If God is everywhere, why go to a place of worship? Christianity, Hinduism, Judaism	What do religions say to us when life gets hard? Christianity, Hinduism, non-religious (Humanist)	What matters most to Christians and Humanists? Christianity, non-religious (Humanist) What difference does it make to believe in Ahimsa, Grace and/or Ummah? Christianity, Islam, Hinduism	

