




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) - Archeology - 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	Investigate arch structures in history. Design, make and evaluate a building using an arch structure	Design, make and evaluate a pyramid or a geodesic dome, using a frame structure.	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	Netball; Dodgeball Gymnastics Outdoor Athletics	Tag Rugby; Tennis Dance Drumba	Baseball; cricket Indoor Athletics Self-Defence
	Computing	Computer Science: data transfer across the internet Digital Literacy: Good choices online; digital personality; capture evidence of bullying and reporting Information Tech : Databases and search engines	Computer Science: Variables; sensing movement Microbits Digital Literacy: Kind online; search free content	Computer Science – mapping, conditional events, variables Digital literacy – Protected characteristics – critical evaluation; privacy settings; impact of tech Information Technology: Data Handling - spreadsheets
	RE	Why does religion look different around the world? (Pt 1) Why does religion look different around the world? (Pt 2)	Why is it better to be there in person? Why is there suffering? (Pt 1)	Why is there suffering? (Pt 2) WHat place does religion have in the world today?