



OUR PLACE IN THE WORLD: Identity and Community

Focus Overview

YEAR 6: Democracy



At Our Lady and St. Hubert's, home, school and parish work together, knowing that God is with us in all we do

A Wonderful World:
Appreciating God's Creations



Peace and Conflict: Respect for all Individuals



A Moment in Time:
Learning from the Past for Our Future



We are Engineers:
Embracing Technology to Solve problems



Nurturing Nature:
Engaging and Taking Responsibility



Our Place in the World: Identity and Community



Our Place in The World: Identity and Community
Year 6 – Democracy



Throughout this focus, children will learn about the British Values and think further about whether they align with the values they think they should be and if there need to be any changes made. Children will think about where we see them and if we have the choice to use them. They will explore ways to use them and what they can do to apply them in their lives. In **PSHE**, children will explore what democracy is and how we vote for people to speak on our behalf. In **History**, children will explore where democracy goes back to and look at examples from other places in the world. In **Computing**, children will explore ways to build an online reputation in a safe manner and understand ways to deal with online content and report concerns. In **Art**, children will be looking at cityscapes and develop skills to use to represent different cities. In **Geography**, children will look at differences between cities and counties and locate them on a map. In **Science**, children will learn about light. They will explore how light travels and how this enables us to see objects. They will also learn about how we see, shadows, reflection and refraction. In **RE**, children will be exploring the Islam religion; learning about place of worship, customs, prayer and traditions. Children will also be preparing for the Sacrament of Confirmation, thinking about how they can use the gifts and fruits of the Holy Spirit to positively influence the world.

Theme Impact

Children will have more awareness of what democracy is and the British Values. They will think about ways to apply them in their lives and have an understanding of where democracy comes from. Children will also have a good awareness of different cities and counties in the UK. They will discover more about other faiths followed by our local communities.

Catholic Social Teaching

Rights and responsibilities

It is essential that children have chance to learn about the significance, differences and links between rights and responsibilities. Rights are things and/or conditions that we all should have access to, that are protected by our laws. Responsibilities are duties or things that we should do in order to protect others and the environment. Through Collective Worship, children will explore human and children's rights and things that can put a stop to this around the world. This will be enhanced through work on the virtues Faith filled and Hopeful; having faith in yourself to uphold the responsibilities that you are given and having faith in others to respect your human rights and the rights of others; being hopeful that God will guide people in power, to support and help anyone who has had their rights compromised and send strength to those who face challenges to never give up.

Computing

National Curriculum Objectives

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.

Knowledge and Skills Progression

DL1 I can explain how I am developing an online reputation which will allow others to form an opinion of me
DL2 I can describe some simple ways that help build a positive online reputation
DL3 I can describe how to capture bullying content as evidence to share with others who can help me
DL4 I can identify a range of ways to report concerns both in school and at home about online bullying
DL5 Describe ways in which media shapes ideas about gender and explain why it's important to reject inappropriate messages
DL6 I can describe issues online that might make me feel uncomfortable and give examples of how to get help
DL7 I can explain why I should keep asking until I get the help I need
N1 Recognise different forms of social media
N2 Use social media to promote projects or conduct appeals or initiatives
N3 Know how to use internet communications to promote a cause

Geography

National Curriculum Objectives

- Name and locate the UK's main cities, identifying their human and physical features.
- Name and locate the UK's counties, identifying their human and physical features.
- Locate the geographic zones of the world; longitude, latitude, Tropics of Cancer and Capricorn, time zones, arctic and Antarctic.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Describe and understand key aspects of: **physical geography, including:** climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle **human geography, including:** settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Knowledge and Skills Progression

LK2: Locate and name the main counties and cities in England. Explore geographical regions and their identifying human and physical characteristics, key topographical features (see vocab progression below), and land-use patterns; and understand how some of these aspects have changed over time

PK2: Understand geographical similarities and differences through the study of key cities linked with current world issues.

History

National Curriculum Objectives

- An independent study into the life and work of a UK Prime Minister from previous 100 years
- Link with PSHE - how did they show the British Values?

Knowledge and Skills Progression

- U1: Recall some facts about people/events before living memory
- U4: Describe how historical events studied affect/influence life today.
- E2: Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.
- E4: Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions or their own line of enquiry.
- I1: Give reasons why there may be different accounts of history.
- I3: Evaluate primary and secondary sources and evaluate their usefulness.
- I4: Understand that some evidence from the past could be propaganda, opinion or misinformation, and that this affects interpretations of history.
- I5: Evaluate evidence to choose the most reliable forms.
- O2: Demonstrate understanding of historical event/people through different genres of writing, drama and exploring diagrams and data.
- O4: label and annotate pictures and photos, explaining what they teach us.
- O6: Plan and present a self-directed project or research about the studied period.

Art

National Curriculum Objectives

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques including drawing, painting and sculpture
- Learn about the great artists, architects and designers in history.

Knowledge and Skills Progression

E1 create sketch books to record their observations and use to review and revisit ideas.

E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.

E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.

E4 think critically about their art and design work.

D1 work on sustained, independent, detailed drawings.

D2 develop close observational skills.

D3 use a sketchbook to collect and develop ideas.

D4 use different techniques for different purposes i.e. shading, hatching, and blending.

D6 begin to develop an awareness of composition, scale and proportion i.e. foreground, middle ground, background.

Painting and Printing

P1 develop a painting from a drawing.

P2 experiment with different media and materials for painting.

P3 create imaginative work from a variety of sources e.g. observational drawing, music, poetry, other artists

P4 mix and match colours to create atmosphere and light effects.

P5 identify, mix and use primary, secondary, complimentary and contrasting colours.

PR1 create printing blocks using sketchbook ideas.

PR2 develop techniques

PR5 experiment with overprinting motifs and colour.

Application

As the unit comes to an end, we will take some time to reflect on our time at primary school and think about our place in the world.

Discussion: How can we positively influence the world through our words and actions? How can we apply the British Values in our lives?

Visit from local MP? London trip?

Wider Curriculum Opportunities

Writing	Reading
<p>Debate:</p> <ul style="list-style-type: none"> Should there be any changes made to the British Values? Do we see them and have the choice to use them? What can you do for them and how can we use them? <p>Biographies:</p> <ul style="list-style-type: none"> UK Prime Minister from previous 100 years 	<p>London Eye Mystery - Siobhan Dowd Tell Me No Lies – Malorie Blackman People Equal – a poem by James Berry <u>Extracts:</u> Respect Your Name, Holes.</p>

Enrichment
<p>London trip? – Explore Houses of Parliament and visit a museum</p>

Home Learning

Evaluation Notes

Stand-alone objectives to be covered this term
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PE
<p>Rounders</p> <ul style="list-style-type: none"> Apply with consistency standard rules of (modified) games Use a range of tactics for attacking and defending in the role of bowler, batter and fielder In rounders use correctly the rules for running round bases Strike a bowled ball and attempt a small range of shots Attempt to track and catch high balls in isolation and game play Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting Play within small sided games using standard field/pitch layout e.g. boundaries, posts bowling areas Work collaboratively in teams to compete against themselves and others <p>Football</p> <ul style="list-style-type: none"> Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking Suggest, plan and lead a warm up or drill and use STEP technique to modify Make quicker decisions in games (on and off the ball) Use and apply boundary rules such as corners, self pass and sideline in relevant game Build upon set plays such as in tag rugby, some suggest improvements to play

- Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games
- Play in a variety of positions (attacking and defensive)
- Consistently catch/stop and control a ball
- Able to track and control a rebound from shot (penalty or open play)
- Work collaboratively in a team to play and keep possession of the ball

Science (Light – unit not covered from previous half term)

National Curriculum Objectives

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Knowledge and Skills Progression

E1: plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

E2: take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

E3: record data and results of increasing complexity using scientific diagrams and labels, classification keys,

E4: using test results to make predictions to set up further comparative and fair tests

E5: report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

E6: identify scientific evidence that has been used to support or refute ideas or arguments

Working Scientifically Suggestions

- decide where to place rear-view mirrors on cars;
- design and making a periscope and use the idea that light appears to travel in straight lines to explain how it works.
- investigate the relationship between light sources, objects and shadows by using shadow puppets
- extend their experience of light by looking a range of
- phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur)

Music

Leavers' Song Unit

PP2 Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.

PP8 Performing a solo or taking a leadership role within a performance.

CC1 Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.

CC5 Using staff notation to record rhythms and melodies.

CC6 Suggesting and demonstrating improvements to own and others' work.

CC7 Improvising coherently within a given style.

CC8 Record own composition using appropriate forms of notation and/or technology.

L4 Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.

MFL

Unit: Les Legumes (Vegetables)**Core Vocabulary lesson: Little Red Riding Hood lessons 1 & 2 (E)**

Les aubergines, Les épinards, Les oignons, Les courgettes, Les tomates, Les haricots verts, Les petits pois, Les champignons, Les carottes, Les pommes de terre, Un kilo de... / d'... Un demi kilo de... / d'... Je voudrais... S'il vous plait, Et, Bonjour, Je peux vous aider?

Petit Chaperon Rouge, La tête, La maison, La bouche, La grand-mère, Le nez, Le loup, Les yeux, Le bûcheron, Les pieds, La forêt, Les oreilles, Les parents, Les genoux, Des gateaux, Les épaules, Le corps

Speaking

- Be able to say the days of the week
- Listen to model role-plays and infer meaning.
- Listen to familiar story and understand meaning.
- Match sound to picture / word / phrase. Understanding slightly longer text.

Listening

- Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions).
- *repeat words and phrases modelled by the teacher*
- *remember a sequence of spoken words*
- *use physical response, mime and gesture to convey meaning and show understanding.*

Match sound to picture / word / phrase.

Reading

- Read familiar story and understand meaning.
- *read aloud a familiar sentence, rhyme or poem.*
- Recognise how sounds are represented in written form.
- *pronounce accurately the most commonly used characters, letters and letter strings*

Writing

- Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).
- *write simple, familiar words using a model*
- *write some single words from memory.*
- *create name labels and complete differentiated worksheets*
- Spell all new language as accurately as possible via tasks in each lesson.

Grammar

- To start to understand the concept of nouns and articles.

Cooking in the Curriculum

Marble Cake – See cooking curriculum for recipe guidance and skills