



Year 6 Geography - Autumn Term 1: Our Changing World



1. How do geographers draw conclusions about different places?

Demographic and economic statistics can help geographers to draw conclusions.

Area: 50.2 million km²
 Number of countries: 44 (not including transcontinental countries)
 Population: 748 million
 Population density: 14 people per km²
 Literacy: 90%
 Wealth: £22.8 trillion
 Life expectancy: 75
 Main religion: Christianity



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2. What is a settlement hierarchy?

Settlement hierarchy is a way of grouping and ranking settlements according to their type, significance, number and size.



3. How do settlement patterns differ?

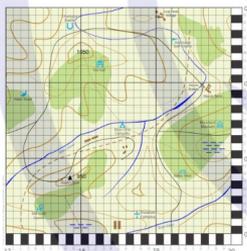
Settlements can be rural or urban. Their patterns include linear, circular, Y-shaped, T-shaped and cross-shaped. They can also be compact or dispersed.



How has our local settlement changed over time?

4. Why are 6-figure grid references important?

6-figure grid references enable more accurate identification of the position of key physical and human features on maps.



5. What does the scale on a map tell us?

A scale on a map is written as a ratio, for example, 1cm:800km. Small scale maps show larger areas with less detail. Large scale maps show smaller areas with more detail. The scale on a map is used for measuring the size or distance between features.



compact	cross-shaped	demographic	dispersed	economic	hierarchy
linear	patterns	rural	settlement	statistics	urban



Year 6 History - Autumn Term 2: Maafa

1. What do we know about the Kingdom of Benin (AD 900–1897) ?

The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897. The kingdom was ruled by a king called an oba. Benin traded with other African kingdoms. Cowrie shells were used in place of money. There was no written language. The people of Benin worshipped many gods and goddesses. Some people were animists. They believed that all animals and objects had souls and spirits. In 1897, Britain sent soldiers to invade and burn Benin City to the ground. The Kingdom of Benin became part of the British Empire.



Illustration of the slave deck on the ship, Wilshire, 1880

What was the impact of the triangular slave trade?

4. How did enslaved people resist and rebel?

Resistance took many forms. Some **enslaved** people escaped and created independent communities. Others carried out day to day resistance, like pretending to be ill or damaging machinery.

5. Who was Harriet Tubman?

Harriet Tubman was an **enslaved** person who freed herself and helped others to escape using the Underground Railroad, a secret network of people and safe houses which provided a passage between the southern and northern states.

2. How did the triangular slave trade work?

The **triangular** slave trade consisted of three journeys. **First journey:** Goods, including metal and guns, were transported to the west coast of Africa. **Second journey (middle passage) :** Enslaved African people were transported to the **Caribbean** and the **Americas**. **Third journey:** Goods produced on the plantations were transported back to Europe to sell.

3. What was life like for enslaved people? Many **enslaved** people worked long hours, growing and processing crops. Living conditions, health and food supplies were poor. **Enslaved** people were punished by their owners and were not protected by the law. They were also subject to **racism**.

6. How did the abolition of slavery happen? The **abolition** of slavery in 1833 was as a result of **rebellions**, campaigns, literature and petitions. Life was difficult for **enslaved** people after **abolition** of the slave trade and slavery.

abolition	Africa	Americas	Britain	Caribbean	culture
enslaved	indigenous	kingdoms	plantations	racism	resistance



Year 6 Science - Autumn Term 1: The Circulatory System



1. What are the systems of the human body called and what do they support?

The human body has different **systems** that support the seven **life processes**. The **systems** are: skeletal (movement, shape and protection), endocrine (growth), nervous (sensation and movement), digestive (nutrition), excretory (getting rid of waste), reproductive (reproduction), respiratory (respiration).



2. What are the main parts of the circulatory system?

The role of the **circulatory system** is to transport **oxygen**, water and nutrients around the body. The circulatory system includes the **heart**, **blood vessels** and **blood**.

3. How does the structure of the heart enable it to pump blood around the body?

The heart has four chambers: the right atrium, left atrium, right ventricle and left ventricle.

Deoxygenated blood enters the right **atrium**, then the right **ventricle**. From there, it is pumped through a valve into the **pulmonary artery**. The artery carries the blood to the lungs, where it absorbs oxygen. The **pulmonary veins** carry **oxygenated** blood back from the lungs to the left atrium, to the left ventricle and is pumped out through the **aorta** to the rest of the body.

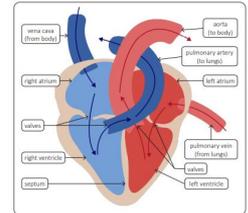
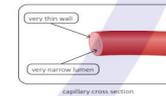
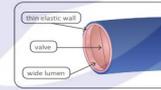
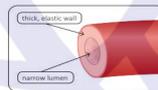
How does the circulatory system work?

4. What are the components and functions of blood?

Blood is made up of four different components. **Plasma** is a yellowish liquid, mainly water but contains many essential proteins and salts. It carries **red blood cells**, **white blood cells** and platelets around the body. **Platelets** are small cell fragments that clump together to stop bleeding from a cut in a **blood vessel**. Blood has many functions, including supporting immunity, removing waste, clotting, transporting hormones and distributing heat.

5. What are the functions of arteries, veins and capillaries?

Arteries carry **oxygenated** blood away from the heart, providing the tissues and organs with oxygen and other nutrients. **Veins** carry **deoxygenated** blood back to the heart. **Capillaries** are tiny **blood vessels** that form a network and allow oxygen and other nutrients to pass from the blood into the **tissues**.



aorta	arteries	atrium	blood vessels	capillaries	circulatory
deoxygenated	oxygenated	platelets	plasma	systems	veins



Year 6 Science - Autumn Term 2: The Circulatory System



1. What is a resting heart rate and how can it be monitored?

The **resting heart rate** is the number of times a **heart beats** per minute when a person is at rest. The heart rate can be measured by recording the **pulse** at different points of the body.



4. How can scientific questions be answered?

Questions can help us find out about the world and can be answered using a range of **scientific enquiries**, including fair tests, research and observation.



5. What is a scientific method?

A **method** is a set of clear instructions for how to carry out a **scientific investigation**, including what equipment to use and observations to make

Activity	Method	Heart rate (bpm)
Resting		
After exercise		
After 5 minutes		
After 10 minutes		
After 15 minutes		
After 20 minutes		

2. What affects a person's resting heart rate?

Athletes often have a lower resting heart rate than people who **exercise** less frequently. The **fitter** you are, the lower your resting heart rate. Fitter people tend to perform better at **aerobic** exercises, such as sprinting.



3. How does exercise affect the heart?

Exercise helps to keep the heart healthy and makes it stronger. The body needs more **oxygen** and **nutrients** during exercise, so the heart beats faster to pump more blood around the body. Fitter people usually have a lower heart rate and **recover** more quickly after exercise.

What can scientific investigations tell us about the heart?

6. How can scientific data be recorded?

Data can be recorded and displayed in different ways, including tables, bar and line charts, scatter graphs, classification keys and labelled diagrams.

7. What is a scientific conclusion?

A **conclusion** is an explanation of what has been discovered, using correct, precise terminology and collected evidence.

aerobic	conclusion	data	enquiries	exercise	fitter
heart beat	heart rate	method	oxygen	questions	resting



Year 6 Religious Education - Autumn Term 1: Islam

1. What does it mean to be committed?

Commitment means being dedicated to something or someone. You can show commitment by doing something on a regular basis and by demonstrating loyalty, hard work and belief.



2. What is Salah?

Muslims follow the 5 Pillars of Islam. Salah is the act of praying five times a day. Muslims believe they need to pray five times to show their belief and be reminded of God so they do not forget about Him.



What is the best way for a Muslim to show commitment to God?

3. What is Zakah?
Zakah is the third pillar of Islam. It means giving money to charity. Muslims think it is their duty to do this as everything they own belongs to God.

4. What is Sawm?

Sawm is the fourth pillar of Islam. During the month of Ramadan every year, Muslims do not eat or drink at all during the hours of daylight. Fasting is a way of showing that they are living in the way that God wants and remembering people who are hungry. Muslims believe it shows that their religion is the most important thing in their lives.



5. How do Muslims show their commitment to God?

By praying five times a day, giving to charity, fasting during Ramadan and visiting Makkah.

belief	charity	commitment	fasting	Islam	Makkah
Muslims	Pillars	Ramadan	Salah	Sawm	Zakah



Year 6 Religious Education - Autumn Term 2: Christianity



1. What is incarnation?

'God in human form'. God wanted Jesus to be '**God and man**' so Mary was chosen to give birth to Jesus so he was God but also had a human body (through birth).



2. Why did God choose Mary to be Jesus' mother?

She was **young, pure, a virgin and an ordinary girl** (not a princess or celebrity). She was a **strong believer** in God and very **loyal** to him



How significant is it that Mary was Jesus' mother?

3. Why is it significant to Christians that Mary was Jesus' mother?

She was a **virgin** and therefore could not have conceived in the natural way. By giving birth to Jesus as a **virgin** it was clear that He was the Son of God, and not born of two human parents.



4. How do Christmas celebrations and traditions help Christians learn more about who Jesus was and why he was born?

When people celebrate Christmas, they hear the story of Jesus's birth and sing carols. These traditions help Christians remember that Jesus was born to bring God's love and teachings into the world. By celebrating Christmas, they understand why Jesus is so important to their faith.

Incarnation	Virgin	Chosen	Significant	Miracle	Holy Spirit
Conceive	Resurrection	Crucifixion	Qualities	Loyal	Pure



Year 6 Design & Technology - Autumn Term 1: Food For Life



1. What is processed food? Can you name some pros and cons?

A **processed** food is changed during preparation and includes processes. Pros of processed foods include **convenience** and **availability**. Cons include a lack of **nutrients** and unhealthy ingredients.



2. What is bread and how is it made?

Sliced bread is processed. It can contain many more **ingredients** than homemade bread, including **preservatives** and artificial ingredients. Yeast is a leavening agent that makes bread rise.

3. What is a recipe?

A **recipe** provides information to prepare a dish, including ingredients, quantities and a method. They may also contain **nutritional** information.

4. What constitutes a balanced diet?

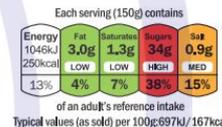
Eating a balanced **diet** is a positive lifestyle choice that should be **sustained** over time. Food that is high in fat, salt or sugar can still be eaten occasionally as part of a **balanced** diet.



How can food choices help us to sustain healthy lifestyles?

5. What different food preparation techniques are there?

Food **preparation** techniques include: chopping, slicing, dicing, kneading and mashing, and cooking techniques, such as boiling, roasting, frying and baking.



6. Why is evaluation an important aspect of design?

Evaluating a product while it's being manufactured, and explaining these evaluations to others, can help to refine it.

availability	balanced	convenience	diet	evaluating	ingredients
nutrients	nutritional	preparation	preservatives	processed	sustained



Year 6 Art & Design - Autumn Term 2: Trailblazers, Barrier Breakers



Forever Free

1. Who were/are significant black artists?

Significant **black artists** include Edmonia Lewis c1844–1907, Henry Ossawa Tanner 1859–1937, Augusta Savage 1892–1962, Gordon Parks 1912–2006,



2. What is a mood board? What is a montage?

A **mood board** is an arrangement of images, **materials**, text and pictures that can show ideas or concepts. A **montage** is a set of separate images that are related to each other and placed together to create a single image.

3. What is meant by art analysis?

Art analysis explores different aspects of an artwork.



The Facemakers of the Twenty Board

4. What do visual elements include?

Visual **elements** of an artwork include colour, texture, line, **pattern** and form.



No Woman, No Cry

How have black artists influenced the art world?

5. What is conceptual art?

In **conceptual** art, the idea or concept behind a piece of art is more important than the look of the final piece.



Another Call from Africa

6. What is an exhibition plaque?

An **exhibition plaque** can include the title and date of the artwork's creation, alongside the name of the artist. It should also include the big ideas and **concepts** explored in the artwork and the **cultural** and artistic **influences** that have inspired the artist.

analysis	black artists	concepts	conceptual	cultural	elements
exhibition plaque	influences	materials	montage	mood board	pattern



Year 6 Music - Autumn Term 1: Happy



Happy is a song written, produced and performed by Pharrell Williams. Happy is a Pop song that has a soul music sound and groove from the 1960s; very much like a Motown song.

1. Listen and Appraise

What **style indicators** can you hear?

Describe the **structure** .

What **instruments/voices** can you hear?

Describe the **musical dimensions** .

Theme: Pop /
Motown

How is the song 'Happy' influenced by Motown music?

3. Perform and Share

Decide how your class will introduce the performance. *Perhaps add some choreography?* Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

2. Musical Activities

Singing: In two parts

Play instrumental parts : with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B. *Which part did you play?*

Improvise : e using up to 3 notes – A, G + B. Bronze: A | Silver: A + G | Gold: A, G + B challenge. *Which challenge did you get to?*

Compose: a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.

compose	cover	dimensions	dynamics	groove	improvise
Motown	pitch	producer	rhythm	style indicators	texture



Year 6 French - Autumn Term 2: At School

phonics

qu

sound in:

- informatique 
- musique 

ç

sound in:

- français 

an

sound in:

- amusant
- intéressant

en

sound in:

- sciences 

&
silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'aimes' and the 'x' is silent in the word 'ennuyeux'.

vocabulary

The nouns and determiners for 10 subjects:



The 7 days of the week in French:

Mon Tues Wed Thurs Fri Sat Sun



J'étudie le français à neuf heures.

Language to describe what subjects I like/do not like and why:

J'adore le français parce que c'est amusant.

I love French because it is fun.

grammar

To fully understand the role of gender and plurality in the choice of determiners.

le français 

Singular determiner 'the' for masculine nouns.

la musique 

Singular determiner 'the' for feminine nouns.

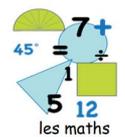
les sciences 

Plural determiner 'the' for plural nouns.

The 1st person conjugation of the verb 'étudier' (to study)

J'étudie le français.

I study French.





Year 6 Computing - Autumn Term 1: Google Apps

1. What is an Acceptable Use Policy?

An acceptable use policy is a set of rules we agree to in order to use the chromebooks responsibly.



Google Docs

2. How can a Google Doc be organised?

A document can be organised by adding headers and footers, page numbers, different page orientations and a contents page.



Google Slides

3. How can you create an effective presentation?

Adding links, videos and transitions can make a presentation more interactive and engaging.

How do you use Google Apps?

4. How can you create an effective quiz / Google Form?

Adding points to quiz questions as well as a variety of question types and feedback can create an effective quiz.



Google Forms

5. How do you use advanced searches in Google Drive?

You can use search using the file type or the owner of the file within Google Drive.



Google Drive



6. What is Gemini?

Gemini is an AI-powered assistant to support ideas. AI is considered a form of plagiarism.

AI	apps	contents	feedback	file types	footer
forms	Gemini	header	layout	plagiarism	transitions

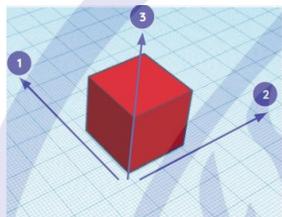


Year 6 Computing - Autumn Term 2: 3D Modelling



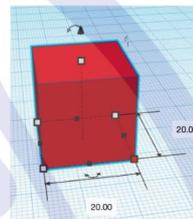
1. How do you create and manipulate 3D digital objects?

Computers can be used to **model real-life** items.



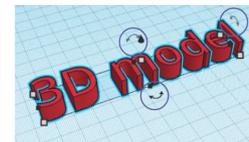
2. How do you compare working digitally with 2D and 3D graphics?

Graphical objects can be **modified** by **resizing**, changing the colour and **lifting/lowering**.



3. Can you recognise that objects can be combined in a 3D model?

Rotating, duplicating and **grouping** are other ways to modify objects.



4. How can physical objects be broken down into a collection of 3D shapes?

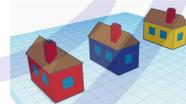
Grouping digital 3D shapes and **placeholders** can be used to create holes in **objects**.

How can 3D modelling be used to make objects?



5. How do you design a digital model by combining 3D objects?

Planning is an important stage of 3D modelling.



6. How do you develop and improve a digital 3D model?

Evaluating a 3D model can lead to improvements to **design** and **functionality**.

3D	design	duplicating	evaluating	functionality	graphical
grouping	lifting	lowering	modify	placeholder	rotating



Year 6 Physical Education - Autumn Term 1: Gymnastics



1. Travel - Quality
Speed and **flow**
Control and **balance**
Tension/extension
 Leg/arm design



2. Rolling
Body tension/extension
Body position start /finish
 Timing/communication

3. Group Balances

Ensure balance is within the capability of the group
 Be aware of your own and your group's **ability**
 Adequate matting



How can gymnastic sequences be developed through collaboration?

4. Through Vault

Strong fast run up
 Hands placed in middle of **platform**
 Fingers spread shoulder width apart
Squat feet between hands
 Push from top of platform
 Shoulders in front of feet at all times
 Safe, controlled **landing**



5. Balance
Core strength / tension
 Body positioning
 Focus



6. Mistakes Help us to Learn

Be open to feedback
 Accept when things don't go to plan
 Practise and repeat correct technique
 Stay positive / resilient

ability	balance	control	core strength	extension	flow
landing	mistakes	platform	speed	squat	tension



Year 6 Physical Education - Autumn 1: Hockey



1. Passing

Choose pass to play
(**push, slap or hit**)
Pass to **open stick**
Weight and speed of pass



Receiving on the move

Show open stick
Cushion ball
Receive whilst moving

Keeping possession

Create space
Communication
Right-angled triangles



2. Left/right drag

Lock and key grip
Ball and stick in front of body
Ball on stick
Use of **reverse stick**
Drag ball wide of defender

3. Attack from defence

Attack with speed
Create width and depth
(creating space)
Provide support to the player on the ball
(**triangular support**)

How can attacking and defending principles be used in hockey?

4. Outwitting opponent

Watch the ball
Sideways **stance**
Time your tackle



Block tackle

Stick flat on the floor
Two hands on stick
Jab tackle
Left hand only at top of stick
Jab with stick head

5. Defensive formations

Crowd the middle
Defend in pairs
Channel players

6. Attacking as a team

Create space
Communicate
Triangular support

Defending as a team

Support team-mates
Early pressure
Composure on the ball
Attacking from defence

block tackle	channel	cushion	defending	depth	formations
hit pass	jab tackle	open stick	push pass	reverse stick	slap pass



Year 6 Physical Education – Autumn Term 2: African Dance



1. Dynamics

Communicate an African dance through movement, demonstrating accurate and consistent dynamics.

2. Scale of movement

Link the African dance movements to form a sequence. Use expression and scale of movement to show character.

3. Choreographic devices

Perform an african dance using accurate expressions and choreographic devices.

4. Narrative

Link a narrative to a dance using a themed storyline

- Identify story
- Establish characters within the story
- Apply appropriate movements to tell the story



What movements are required for African Dance?

6. Combined Dance

Perform a combined themed dance sequence with consistency. Then evaluate a performance providing constructive criticism.



5. Linking

Link a unique dance sequence to a storyline dance sequence. Apply a clear beginning and ending

- Identify movements that you want to link
- Establish types of linking movements
- Use linking movement to create one whole dance
- Stillness
- Signals start/ end of dance to the audience

Dynamics	Flow	Scale of movement	Gestures	Canon	Unison
Establish	Stillness	Theme	Signals	Unique	Observed



Year 6 Physical Education – Autumn 2: Netball

1. Chest pass

Fingers in a 'W' shape
Elbows pulled into body
Step into pass



Shoulder pass

One hand to throw, one to steady the ball
Step into pass

Shooting

Dominant hand pushes ball
Other hand on side of ball supporting direction



2. Footwork

Pivot on landing foot
On balls of feet
Stable body



3. Timing a pass or movement

On balls of feet

Communication

Send the ball into the space the player is heading so they can move towards the ball (harder to **intercept**)



What skills and techniques are used in netball?

4. Man marking

Wonky 'T'
No contact

On your toes (quick feet)
Peripheral vision



6. Team work

Communication
Time management
Consideration

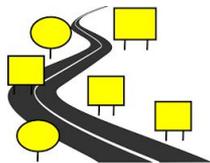
5. High 5 Netball rules

4 seconds to pass
Obey **footwork** rule
Cannot mark with hands up
No contact
Must stay in position **boundaries**

boundaries	chest pass	communication	contact	dominant	footwork
High 5	intercept	peripheral	shooting	shoulder pass	team work



Year 6 Curriculum For Life - Autumn Term 1: Health & Wellbeing



1. What can affect our mental health?

Life events and circumstances can affect our **mental health**.

4. Why should we eat a variety of foods?

Eating a **variety** of foods from different groups helps to maintain a balanced **diet**.



5. What are the physical signs of illness?

There are different indicators of physical **illness**.



2. Is it ok to feel lonely?

Loneliness is normal and there are strategies to build **connections**.



3. What is self-care?

Self care strategies include: **connecting** with others, exercise, **relaxation**, being creative, eating well and learning something new.



connecting	A person linked to others.
diet	The kinds of food that a person eats.
illness	A period of sickness affecting the body or mind.
mental health	Our emotional wellbeing.
physical health	Our physical well being.
self care	Taking action to improve or preserve your own health.
relaxation	A state of being free from tension or anxiety.
variety	A range of different things.

If you are worried about anything, talk to a trusted adult.
Childline www.childline.org 0800 1111 Calls DO NOT show on phone bill



Year 6 Curriculum For Life – Autumn Term 2: Relationships



2. How and why do friendships change?

It is normal for friendships develop and change over time..



3. Should we challenge prejudice and discrimination?

Yes! It is important to challenge **prejudice** and **discrimination**.

4. What impact can bullying/cyberbullying have?

Bullying and cyberbullying can have a negative impact on an individual.



5. What is abuse?

There are different types of **abuse**.



!Why is commitment important?

Commitment is important for people's health, wellbeing and relationships.

abuse	Cruel or violent treatment.
commitment	Being dedicated to a cause, person or people.
discrimination	Unjust treatment of categories of people.
platform	A digital service that uses the internet.
prejudice	An opinion that is not based on reason.

If you are worried about anything, talk to a trusted adult.