



Year 6 Geography – Spring Term I: Frozen Kingdoms

1. What are the features of the Earth?

The **Northern Hemisphere** north of the equator. The **Southern Hemisphere** is south of the equator. The **Arctic Circle** and **Antarctic Circle** are 66.5° north and south of the equator



4. What are the polar oceans like?

The **polar oceans** are significantly colder than other world oceans. This **influences** the presence of sea ice, glaciers and icebergs.

2. What are the similarities and differences between the arctic and the antarctic?

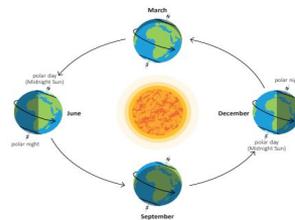
The **Arctic region** has cold winters and cool summers. Average Arctic temperatures range from -43°C to 13°C. The **Antarctic region** has cold winters and cool summers. Antarctica is the coldest, windiest and driest place on Earth. Average **temperatures** range between -60°C and -20°C.

What are the polar regions like?



5. What are the polar landscapes like?

Icebergs are large pieces of frozen freshwater that have calved from glaciers, ice shelves or larger icebergs. **Glaciers** are slow-moving **masses** of ice that are made of compacted snow. **Ice fields** are large areas of connected glaciers.



3. What is polar day and night? Why do they happen?

The **polar regions** experience the largest differences in **daylight**, as the effect of Earth's tilt is much more pronounced. It is the tilt towards the Sun that creates near-constant daylight, known as **polar day** or Midnight Sun. The tilt away from the Sun creates near constant darkness, known as polar night.

Antarctic	Arctic	daylight	circle	iceburg	ice field
influences	glaciers	Northern Hemisphere	region	Southern Hemisphere	temperature



Year 6 History – Spring Term 2: Titanic



1. Why was the Titanic significant?

The Titanic's sinking was a huge historical event because it showed that even the biggest, most luxurious ships could be dangerous, and it led to important safety improvements for all ships.⁴



2. What can sources of evidence tell us about the Titanic?

How reliable are they?

To understand the Titanic, we rely on survivor accounts, artifacts, official documents, and media reports. Each source type has limitations, like memory bias or potential inaccuracies in media. Evaluating reliability involves considering the source's proximity to the event, potential biases, and corroboration with other sources.

3. How did life compare for the passengers on the Titanic?

First-class enjoyed luxury, fine dining, and spacious accommodations. Third-class endured cramped conditions, basic food, and limited access to amenities. This disparity significantly impacted survival rates.

Why does the story of the Titanic still matter?

4. Who were some of the passengers on board the Titanic?

The Titanic carried a diverse mix of people, from the wealthy to immigrants seeking a new life in America. It included families, individuals, and crew members from various nationalities and social backgrounds, making it a microcosm of society at the time.

5. Why did so many people lose their lives in the Titanic disaster?

Many died due to insufficient lifeboats, the ship's rapid sinking, and the cold water. Class also played a role, as third-class passengers had less access to lifeboats and were often trapped below deck.



6. In what ways did Titanic change history?

The Titanic disaster spurred significant changes: increased lifeboat capacity, 24/7 radio operation on ships, and the creation of the International Ice Patrol to monitor icebergs. It also led to safer ship construction with features like double hulls, impacting maritime safety regulations worldwide.

Titanic	Iceburg	Ocean liner	Voyage	passengers	crew
Lifeboat	sinking	Disaster	survivors	Wreckage	Memorial



Year 6 Science – Spring Term I: Living Things & Their Habitats



1. How can plants and animals be classified?

The first and widest level in the biological classification system is called a **kingdom**, the second a **phylum**, then **class**, order, **family**, **genus** and **species**. There are five kingdoms: animals, plants, fungi, protists and monerans. Members of each kingdom have features in common. Living things are **classified** into groups, according to common observable **characteristics** and based on similarities and differences.



2. What are classification keys?
Classification keys help us identify living things based on their **physical characteristics**.



polar bear

How have polar animals adapted to suit their environment?

3. What is an adaptation?

An **adaptation** is a **physical** or **behavioural** trait that allows a living thing to **survive** and fill an ecological niche. Adaptations **evolve** by natural selection.

Favourable traits help an organism survive and pass on their genes to subsequent **generations**.



humpback whale

4. How do animals stay warm?

Blubber is a layer of fat that acts as an **insulator** under the skin of some animals, such as walruses and whales. It is an **adaptation** that is essential for their survival. Blubber also prevents the internal organs of some animals from freezing and gives them energy when food is hard to find. Animals with fur, such as polar bears and arctic foxes, trap a layer of air close to their skin to help **insulate** them from the cold.

5. What factors change the rate at which an iceberg melts?
Increases in global temperatures are accelerating the break up of ice shelves and glaciers, leading to the calving and melting of icebergs.



emperor penguin

adaptation	behavioral	characteristics	classification	classified	evolve
generations	genus	insulate / insulator	kingdom	physical	species

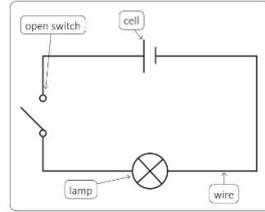
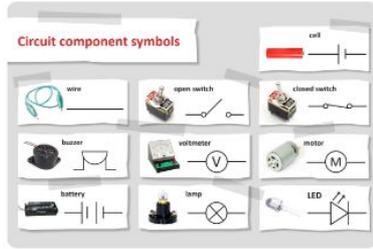


Year 6 Science – Spring Term 2: Electrical Circuits & Components



1. What do electrical symbols represent?

Electrical **symbols** represent electrical **components** such as a switch, buzzer or lamp.



2. How can circuits be recorded?

Circuits can be recorded and using labelled diagrams including recognised **symbols** for different **components** of circuits.



What are the components and functions of electrical circuits?

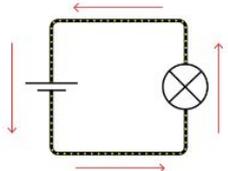
3. What does a circuit need to function?

A circuit needs a power source, such as a **battery** or cell, with wires connected to both the **positive** and **negative terminals**.

4. How is an electric current measured?

What is voltage?

Electric **current** is measured using an **ammeter**. The force that pushes electric charge around a circuit, called the voltage, is measured using a **voltmeter**. A **multimeter** measures both electric **current** and **voltage**.



5. What is the effect of more/less voltage in an electric current?

Voltage is measured in **volts (V)**. The bigger the voltage, the more **electrons** are pushed through the circuit. The more voltage flowing through a lamp, buzzer or motor, the brighter the lamp, the louder the buzzer and the faster the motor.

ammeter	charge	components	current	electrons	multimeter
negative	positive	terminals	voltage	voltmeter	volts (V)



Year 6 Religious Education – Spring Term I: Christianity – Salvation



1. What does eternal mean and how does this relate to Christianity?

Eternal means lasting or **existing forever; without end.**

Christians believe eternal life is a unique gift from God through the resurrection of Jesus.



2. What is the meaning of unconditional love?

Unconditional love is caring about the happiness of another person without expecting anything in return. The love of God is unconditional, as His nature is to love. God's love is safe, secure and will last forever.

Christians use the word '**agape**' to describe the love of God for man and of man for God"

3. How does the bible show that Jesus portrayed love?

The Bible portrays that Jesus showed love by **forgiveness** and treating everyone the same no matter what their circumstances or beliefs.

4. What is the meaning of the resurrection to Christians?

Christians believe that **the resurrection proves that Jesus is the Christ and the Son of God** . They also believe that the resurrection means Jesus is still with us and is guiding us every day and died to save everyone from their sins. If they ask to be **forgiven** for their sins they will have an **eternal life** with God in heaven. Hell is just for the devil.

Is anything ever eternal?



5. What rules do Christians follow in order to have an eternal life?

Christians believe that for **eternal life** they need to believe in God, do their best to follow the **Ten Commandments** and the 2 great commandments, and ask for **forgiveness** if they have sinned. They believe Jesus made forgiveness possible by His **crucifixion**.

Eternal	Unconditional	Agape	Resurrection	forgiveness	Crucifixion
Heaven	Hell	Christians	Unique	Commandments	Sins



Year 6 Religious Education – Spring Term 2: Christianity – Salvation



1. What are The five main Christian festivals?

Advent, Christmas, Lent, Holy Week and Easter Sunday. They are the most important events in Jesus' life



2. What are symbols used for?

Symbols are used to make us think about something else – either as a personal reminder or as a sign to others to express a particular identity. For two thousand years, Christians have used them to speak about what



3. What work are Christian Charities doing to support those in need?

Charities such as **CAFOD**, **Christian Aid**, **Fairtrade**, **Salvation Army** and **L'Arche** are doing work in response to Jesus' teaching to 'Love your neighbour'? (Mark 12:28-31)



4. Is Christianity still a strong religion today?

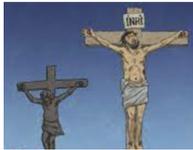
Christianity continues to have influences in the world and how people live their lives.

Our laws and values are based on the **Ten Commandments**.

Other people believe that people try to lead good lives and that **laws and values** would be there without Christianity.

Why is Easter significant to Christians?

5. What is the significance of Easter to Christians?



Christians believe that:

- Easter celebrates Jesus dying to take the punishment (**atonement**) for people's sins so that they can be **forgiven** by God.
- Jesus **rose again from the dead** and that faith in him will give **eternal life** to those that believe in him.
- Jesus is the **Saviour of the world** and through his death the **sins of humanity** have been forgiven.

Symbols	Charities	Easter	Saviour	Humanity	Sins
Atonement	Eternal	Forgiveness	Ten Commandments	Values	Festivals



Year 6 Art & Design - Spring Term 1: Inuit

1. Why are animals used in Inuit art?

Arctic animals are an important subject matter for Inuit artists. The individual appearance of the creatures in Inuit art demonstrates the respect and significance that the Inuit people give to all living things.



Inuit carver at work

2. How are 3-D forms made in Inuit art?

A 3-D form is a sculpture made by carving, modelling, casting or constructing. Inuits have been expert carvers for thousands of years. They carve art objects from materials such as bone, ivory and wood. Birds, bears and other land animals are the common artistic subject matter.



walrus soapstone carving



owl carving

4. What colours are used in The Enchanted Owl?

The Enchanted Owl uses striking pairs of colours to make it stand out. It was originally printed in both red and black, and in green and black.

What are the cultural and artistic traditions of Inuit people?

3. What is a stencil?

A stencil is a thin sheet of card, plastic, or metal with a pattern or letters cut out of it. Ink is applied to its surface which goes through the cut out and creates a print.



artist's impression of The Enchanted Owl

5. How can feelings be expressed in art?
Art with a personal idea or theme might express the artist's feelings about social matters or their own personal experience of social issues.



stenciling

mood board	montage	carving	malleable	conceptual	abstraction
compare	contrast	colour palette	constructive feedback	expressionist	naturalist



Year 6 Design & Technology – Spring Term 2: Engineer



1. How and why have bridge structures changed over time?

Bridge **structures** have changed over time due to technology, design innovation and new and better access to materials. Significant **engineers** have improved safety, people's lives and trade through their **constructions**. Significant bridges include: the Menai Bridge, Clifton Suspension Bridge and Forth Bridge.



2. What are the features of bridges?

The four main bridge types are the **beam bridge**, **arch bridge**, **truss bridge** and **suspension bridge**. They each spread forces in different ways to remain strong and stable.



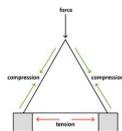
3. How can bridges be strengthened?

Strength can be added to a **framework** by using multiple layers or changing its shape.

What is needed to build a bridge?

4. Why are triangles used in architecture?

Triangles do not collapse or **distort** easily and so are used in architecture to provide **support** and **stability**.

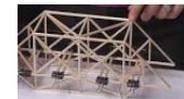


5. What are design criteria?

Design criteria should cover the intended use of the product, age range targeted and final appearance. Ideas can be communicated in a range of ways.

6. What materials are best for building a bridge prototype?

It is important to understand the characteristics of different **materials** to select the most appropriate material for a purpose. This might include flexibility, waterproofing, texture, colour, cost and availability.



arch bridge	beam bridge	constructions	design criteria	distort	engineers
framework	stability	structures	support	suspension bridge	truss bridge



Year 6 Music – Spring Term: You’ve Got A Friend



You’ve Got A Friend was first recorded by Carole King and featured on her famous album, Tapestry. In the 1960s, King was employed to write pop songs for artists to perform.

1. Listen and Appraise

What is the music of Carole King like?

What **style indicators** can you hear?

Describe the **structure** .

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

Describe the **musical dimensions** .

Theme: The music of Carole King

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 unison.

Play instrumental parts : with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F. *Which part did you play?*

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

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

backbeat

bass line

brass section

dynamics

groove

harmony

notation

pitch

pulse

rhythm

structure

timbre



Year 6 French – Spring Term: Healthy Lifestyle

phonics

qu

sound in:

- électroniques



sound in:

an

- manger
- santé
- mélangez
- viande



&

silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'bois', 'fruits', 'légumes' and 'noisettes'. The 't' is silent in 'complet' and 'chocolat'.



vocabulary

The nouns and determiners for 10 healthy foods & drinks:



The nouns and determiners for 10 unhealthy foods & drinks:



Language to describe healthy lifestyles:

Pour ma santé je mange...

To stay healthy I eat...

Pour ma santé je bois...

To stay healthy I drink...

grammar

The first person conjugation of high frequency verbs:

je mange

'I eat' from the verb manger 'to eat'.

je bois

'I drink' from the verb boire 'to drink'.

Use of the negative:

Je ne mange pas de...

I do not eat

Je ne bois pas de...

I do not drink



du chocolat



des frites



des biscuits



des chips



du beurre



des légumes



des fruits



du lait entier



des bonbons



du fromage



Year 6 Computing – Spring Term 1: Webpage Creation



1. What makes a good website?

Websites are written in **HTML** (HyperText Markup Language)



4. How does it look?

It is important to **preview** your webpage to see what it looks like on different **devices**.



2. How could you lay out your webpage?

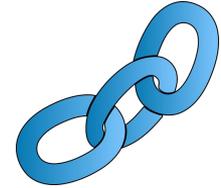
Websites are always created for a **purpose**.

People have lots of different reasons for creating websites. If you make a website you need to think about who it is for (the **audience**) and why you are making it (the **purpose**).



3. Copyright or copyWRONG?

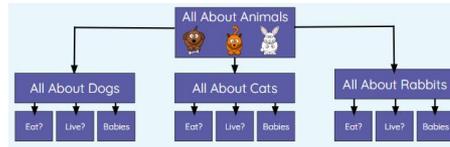
Copyright law protects the **control** you have over the things that you create. It also **protects** the work of others.



What makes a good web page?

5. Why are navigation paths important?

Navigation paths allow users to keep **track** of where they have been on the website or how it is **structured**.



6. What are the implications of linking content owned by other people?

When you link to someone else's website online this is called an **external link**.

audience	control	copyright	devices	external	HTML
navigation	path	protect	purpose	structured	webpage / site



Year 6 Computing - Spring Term 2: Introduction To Spreadsheets



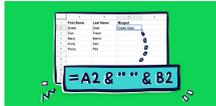
1. What is a spreadsheet?

A **spreadsheet** is a computer program that can capture, display and manipulate **data** arranged in **rows and columns**.



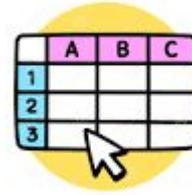
4. How can formulas be applied to data?

Formulas can be used for a range of calculations and **duplicate** to apply them to multiple cells.



2. Why is formatting important?

Each of the boxes that make up a spreadsheet is called a cell. E.g. A1, B4. **Formatting data** makes it easier to organise and work with.



How can spreadsheets be used to organise data?

5. What can spreadsheets be used for?

Spreadsheets can be used to help organise and calculate costings for events.

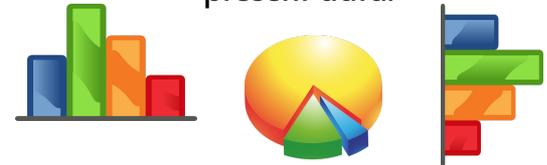
3. What is a formula?

Formulas can be used to produce calculated **data** within a spreadsheet.

```
=SUM(B3:B6)
```

6. What is a suitable way to present data?

There are different software tools available within **spreadsheet** applications to present data.



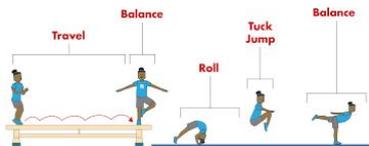
average	cells	columns	data	duplicate	formatting
formulas	modify	rows	spreadsheet	sum	subtotal



Year 6 Physical Education – Spring Term I: Gymnastics

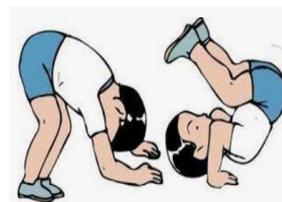
1. Travelling

Quality of movement
Posture and **body tension**
 Transition on to/off
 Smooth and flowing



2. Rolling

Spatial awareness
 Plan area to use
 Start and finish points
 Speed, flow and **timing**



3. Balancing

Height, width and depth
 Perception of **connection**



What skills and techniques are needed in gymnastic routines?

4. Flight (leapfrog)

Jump from two feet to land on two feet
 Hands should be placed on their partners lower back
Straddle the legs to pass safely off the human platform
 Shoulders must remain over the feet at all times throughout the **flight** phase



5. Sequence

Smooth **transitions**
 Creative **pathways**
 Support your partner



6. Sequence / Apparatus

Identify what could be developed
 Know what it should look and feel like
 Take onboard **feedback**
 What you could do to change it?
 Practise the skills

apparatus	balancing	body tension	connection	feedback	flight
leapfrog	pathways	sequence	straddle	transition	travelling

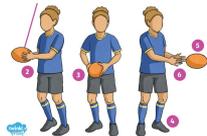


Year 6 Physical Education - Spring 1: Tag Rugby

1. Evasion

Side-step away from defender
Accelerate into open space
Change direction quickly

Defending
Light on feet
Change direction quickly
Close down open space



2. Passing

Side on stance
Aim the pass at the target
Lateral throwing motion
Fingers extended on release



3. Catching

Scan the flight of the ball with eyes
Position hands at chest height
Press ball into the body



What skills and techniques are used in tag rugby?

4. Attacking

Identify open space to target
Create space for team-mates
Identify best option in either running or passing



5. Retain possession of the ball

Scan to see where teammates are before moving or passing
Only move and pass to a team-mate in open space
Communicate effectively with team-mates



6. Teamwork

Team work
Communicate
Tactics
Areas of improvement

side-step	close down	change direction	side stance	lateral pass	flight of ball
create space	retain	communicate	tactics	passing	evasion



Year 6 Physical Education - Spring Term 2: Dance



1. Dynamics

Communicate a Charleston Dance through movement, demonstrating accurate and consistent dynamics.



2. Scale of Movement

Link key movements to form a Charleston Dance sequence. Give constructive feedback on a performance.

3. Dance Formation

Understand how a dance is formed. Create a motif using pictures as stimuli.

What is Charleston dance like?

4. Narrative

- Create a Charleston Dance phrase to tell a story.
- o Create a story to fit the picture
 - o Act out the story they have created
 - o Devise a movement phrase (16 counts) to tell the story of the picture.

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

6. Combined Dance

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

Charleston	Movement	Choreography	Dynamic	Motif	Phrase
Creative	Consistent	Combined	Sequence	Linking	Performance



Year 6 Physical Education – Spring 2: Football



1. Defending principles

Delay, Deny, Win

Team work

Communicate (verbal mainly to instruct)
Positive

Areas of improvement



2. Attacking principles

Penetration, Support (width/depth)
Mobility, Creativity

Team work

Encourage

Communicate (more non-verbal for disguise), Co-operate



3. Transfer of defence to attack

Move at speed

Create width and depth (spread across the pitch)
Move ball forward quickly while defence is out of shape and disorganised

4. Transfer attack to defence

Recovery runs at speed
Narrow angle, cut off direct route to goal
Delay



How can attacking and defending principles be used in football?

5. Tactics to attack and defend a target as a team

Assign roles in a team (attackers and defenders)
Team shape (balanced)
Compact in defence
Spread out in attack



6. Team work

Co-operate
Be disciplined in your role
Encourage/positive

delay	width	communicate	shape	co-operate	spread
deny	depth	discipline	instruct	cut off	direct



Year 6 Curriculum For Life - Spring Term 1: Citizenship



1. What is meant by rights being conflicted?

Sometimes **rights** can be **conflicted**.

2. Are there rules in relation to social media posts?

There are laws in place relating to **social media posts**.



3. What does it mean to be a global citizen?

Global citizens take an active role to make our planet more **peaceful** and **sustainable**.

4-5. What is the history and function of G7?

The G7 host an annual **summit** to discuss the world's biggest problems and how to resolve them.



citizen	An inhabitant of a particular society or place.
conflicting rights	When rights work seem to work against each other.
The G7	A group of 7 countries: Canada, France, Germany, Italy, Japan, UK, USA.
global	The whole earth.
peaceful	Not involving war or violence.
reputation	A belief or opinion that other people have about you.
summit	A meeting or conference to ease international tensions.
sustainable	Changes we can make to our planet.



Year 6 Curriculum For Life - Spring Term 2: Health & Wellbeing



1. What types of head injury are there?

Head injuries can be either **mild** or **severe**.



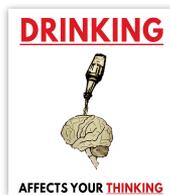
2. What does it mean to be assertive?

Being **assertive** is the best way to deal with **influences** and **pressures**.



3. How is the media linked to drugs and alcohol?

The **media** can affect the way we think about drugs and alcohol.



4. What are the physical and emotional changes during puberty?

Attraction is a normal part of **puberty**.

assertive	Having or showing confidence.
consent	Giving permission for something to happen.
influences	Affecting the opinions or behaviours of others.
mild	Not severe or serious.
media	A means of mass communication.
pressure	Attempting to force or coerce someone to do something.
puberty	When a child's body develops into an adult body.

Getting Help - If you are worried about anything, talk to a trusted adult.
Childline www.childline.org 0800 1111