



# Year 6 Geography - Summer Term 1: Climate Change



## 1. What is climate change and how is it caused?

Climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and **extreme** weather. It is caused by **global warming**.



## 2. How does climate and extreme weather affect how people live?

**Climate change** can intensify natural weather events such as storms, heatwaves, floods, sandstorms and droughts to make them more extreme and more destructive.



## 3. What resources are traded by different countries?

Countries worldwide **trade** with each other. They **export** and **import** goods, such as fossil fuels, metal ores and food. North America, Europe and East Asia are the main industrial regions of the world due to a range of factors.

What is climate change and how can it be prevented?

## 4. What are natural resources?

**Natural resources** include food, minerals (aluminium, sandstone and oil) **energy sources** (water, coal and gas) and water. Natural resources in the Arctic include oil, gas, metals, minerals, fish, wood and freshwater.



Coal



Hydropower



Natural Gas

## 5. How does tourism affect Antarctica?

Visitor numbers are currently low in Antarctica, cruise ships are well regulated, there are no hotels or facilities for permanent residents, and tourists are asked to follow strict guidelines to ensure the land and wildlife isn't damaged.



climate change	deforestation	energy sources	export	fossil fuels	global warming
import	natural resources	overpopulation	raw materials	tourism	trade

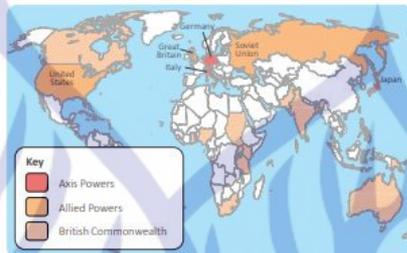


# Year 6 History - Summer Term 2: World War 2



## 1. What were the causes of the Second World War?

Causes included: the **Treaty of Versailles**, **facism**, **militarism**, **appeasement** and the failure of peacekeeping. WW2 started in **1939** when Adolf Hitler, the leader of Germany, invaded Poland.



## 3. What preparations did England make for war?

Preparations for the Second World War included conscription, **evacuation**, building air raid shelters, **rationing** and the Dig for Victory campaign.



## 4. How did technology help fight the war?

The Second World War was the most technologically advanced conflict in history. With the invention of The Bouncing Bomb, **Codebreaking**, computers and the **atomic bomb**.



## What was significant about WW2?

## 2. Who were the axis and allied forces?

The **axis** powers were Germany, Italy and Japan and the **allies** were Great Britain, Soviet Union and the United States.

## 6. When did the Second World War End?

6th June 1944, is known as **D-Day**. The Allied forces pushed back and Germany surrendered on 7th May 1945. People in Britain celebrated **VE Day** on 8th May. The war finally ended when Japan signed a surrender on **2nd September 1945**.



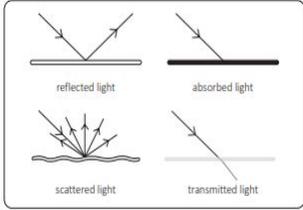
## 5. What was the Battle of Britain?

It was as a major air campaign fought over southern Britain in 1940. Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain.

Treaty of Versailles	facism	militarism	appeasement	atomic bomb	axis
allies	code breaking	rationing	evacuation	propaganda	VE Day



# Year 6 Science - Summer Term 1: Light Theory



## 1. How does light travel?

Light travels in waves in straight lines. Light waves in diagrams are drawn as straight lines with arrowheads that show the direction of travel. The angle at which light hits a reflective surface is the same angle at which it is reflected.

## 2. How do we see?

Due to how light travels, we can see things because they give out or reflect light into the eye. The lens focuses the light on the retina. The iris is a muscle that controls the amount of light that enters the eye.

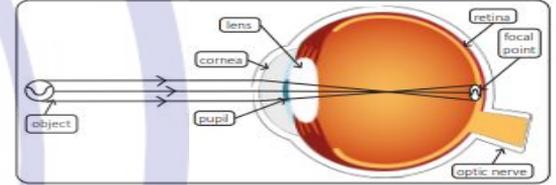
## 3. What happens when all the colours of visible light mix together?

Light sources give out light. They can be natural or artificial. When light hits an object, it is absorbed, scattered, reflected or a combination of all three. Coloured light mixes to make white light.

## How does light travel?

## 4. How is colour perceived by the eye?

Cones in the retina that are sensitive to red, green and blue light help us to see different colours. When different combinations of cones are stimulated, we see different colours.



## 5. How is a shadow formed?

A shadow appears when an object blocks the passage of light. Apart from some distortion or fuzziness at the edges, shadows are the same shape as the object. The distortion or fuzziness depends on the position or type of light source.

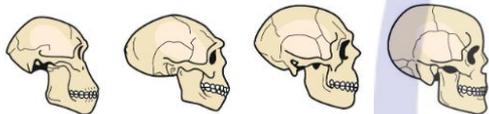
waves	straight lines	arrowheads	reflect	light sources	natural
artificial	absorbed	retina	shadow	distortion	lens



# Year 6 Science - Summer Term 2: Evolution & Inheritance

## 1. What is evolution?

**Evolution** means that all life on Earth has evolved from simple life forms to more complex ones over time. The fossils of living and extinct things provide evidence of evolution.



## 4. What is Natural Selection?

**Natural selection** is also known as 'survival of the fittest' because favourable **traits** help an organism survive and pass on their **genes** through reproduction.



## 2. What is Inheritance?

**Inheritance** is when living things pass on **characteristics**, such as height, skin colour and eye colour.



## 3. What is adaptation?

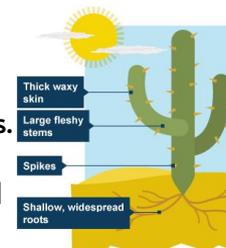
An **adaptation** is a **physical** or **behavioural trait** that allows a living thing to survive. Adaptations may lead to **evolution**.

Why do living things change and develop over time?



## 5. In what ways can plants adapt?

There are 3 types of plant **adaptation** .  
**Structural** : modified leaves, roots and trunks.  
**Behavioural**: movement towards the Sun and regulated growth.  
**Chemical**: stings and poisons.



adaptation	behavioural	characteristics	chemical	evolution	fossils
genes	Inheritance	natural selection	physical	species	traits



# Year 6 Religious Education - Summer Term I: Islam

## 1. What motivates people to take certain actions?

People have reasons for acting and behaving in a particular way. This is called motivation. Our motivation leads us to take certain actions.



## 2. What do Muslims believe will happen on judgement day?

Muslims believe that Allah will judge them when they die and weigh up the good things they have done against the not so good



## 3. Why might Muslims find it a struggle to follow the 5 Pillars lead a good life?

Profession of Faith (shahada). ...  
Prayer (salat). ...Alms (zakat). ...  
Fasting (sawm). ...Pilgrimage (hajj)



## 4. What do Muslims believe happens after death?

After death, most Muslims believe that the soul will enter Barzakh, a state of waiting, until the Day of Judgement. When a person dies, their soul is taken by Azra'il, the Angel of Death. God sends two angels to question the waiting soul. If the questions are answered correctly, the good soul then sleeps during Barzakh. If the questions are not answered correctly, the soul is tormented by angels, known as punishment of the grave.

Does belief in Akhirah (life after death) help Muslims lead better lives?



آخِرَة  
Akhirah  
[ Al-Akhirah ] word Hereafter

## 5. What is Akhirah?

Akhirah is the term used in Islam to describe the belief in everlasting life after death.

Islam	Akhirah	Allah	Jihad	Qur'an	5 pillars of Islam
Shahada - faith	Salah - prayer	Sawm - fasting	Zakat - giving	Hajj - pilgrimage	Ramadan



# Year 6 Religious Education – Summer Term 2: Islam



## 1. What is Greater Jihad?

**Greater jihad** is the personal, inner struggle to be a good Muslim and to improve spiritually. It is a constant duty and is seen as an act of worship.



Does belief in Akhirah (life after death) help Muslims lead better lives?

## 2. What is Lesser Jihad?

**Lesser jihad** is sometimes called a holy war. It must be approved by a religious leader, fought in self-defence and not used to either convert people to Islam or gain land.

## 3. What are the 6 Rules/Conditions of a Just War?

Strict rules exist about how lesser jihad can be carried out.

It must be in defense of Allah.

No harm must be done. Peace must be restored.

Mercy must be shown. Islam teaches that lesser jihad can never be used to justify terrorist attacks.



4. Do you think that Akhira (Life after death) helps Muslims lead good lives?



Jihad	Lesser Jihad	Greater jihad	Akhirah	Allah	Islam
Qur'an	Muslim	interpretation	influence	Holy War	



# Year 6 Art & Design – Summer Term 1: Distortion & Abstraction



## 1. What is abstract art?

Artists use distortion or abstraction to convey feelings and moods rather than to realistically represent things.



## 2. How are lines used in abstract art?

Abstract artists can use line as a way of representing and capturing complex imagery.



## 3. How is colour used in abstract art?

Colour is one of the main ways that abstract artists represent their subject matter. The colour palettes of abstract artists are often unnatural and used freely or in combination with shapes to represent the artists' ideas and observations.

## 4. How are shapes used in Abstract Art?

Abstraction can be created using basic shapes. Abstraction by shape is a technique artists use to represent objects using shape only.



# What is Abstract Art?

## 5. What is Orphism?

Orphism was an artistic movement started by artists Robert and Sonia Delaunay. Orphism was recognised as an abstract art form inspired by Cubism. Orphism focused on pure abstraction and bright colours.



## 6. What is most important when creating conceptual art?

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



Distortion	Abstraction	Perspective	Expressionism	Conceptual Art	Realism
Mood Board	Figure drawing	Exaggerate	Portraiture	Artistic Movement	Colour Palette



# Year 6 Design & Technology - Summer Term 2: Make Do And Mend

## 1. What was the Make Do and Mend campaign?

Make Do and Mend was a campaign run by the Ministry of Information during the Second World War to encourage people to recycle and repurpose their old clothes rather than buy new.

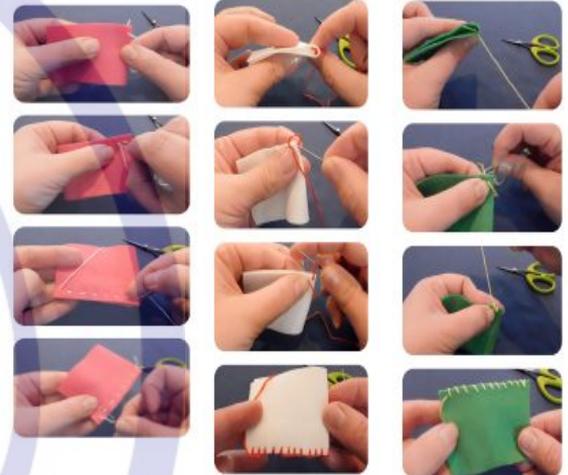


## 2. What is meant by deconstruction?

Deconstructing garments identifies how they were made, the materials used and their properties.

## 3. What different types of hand stitch are there?

Hand stitches include running stitch, blanket stitch and whip stitch.



## How do you repair and join fabric together?

## 4. How does pinning and tacking help you when repairing fabric?

Pinning with dressmaker pins and tacking with quick, temporary stitches holds fabric together in preparation for and during sewing.

## 5. What is the job of fastenings?

Fastenings hold a piece of clothing together. Types of fastenings include zips, press studs, Velcro and buttons.

## 6. How can products be compared?

Products and inventions can be compared using a range of criteria, such as the impact on society, ease of use, appearance and value for money.

Running stitch	Blanket stitch	Whip stitch	garment	precision	deconstruct
pinning	tacking	Fastening	Rationing	Hand stitch	Machine Stitch



# Year 6 Music – Summer Term: Music and Me



Music and Me focuses on inspirational women working in music. It explores the concept of ‘identity’ – the various elements that shape us. In this unit we explore gender, with reference to social and cultural differences.

How can music express identity?

## 1. Listen and Appraise

*What could you hear? Did you recognise any instrumental sounds or voices? Did you like the music? Why? Or why not? Did anything stand out to you about any of the pieces you listened to?*

## 2. About The Artists

The videos will introduce each artist, who will talk about themselves and their work. You will hear key words and phrases that will tell about their identity and how they express it through their music. Learning about the artists will help you to create your own music.

## 3. Perform and Share

Decide how your group will introduce your composition and how much you will tell your audience about it. How did you put your identity into the music and the performance? Record the performance and talk about it afterwards.

## 3. Create

You will write your own music using ‘Music and Me’ (‘Identity’) as your theme. From the list below, which options and which tools did you choose?

- Did you work alone? Or in a group?
- Which ‘beat’ did you use?
- Music Explorer
- An instrument
- Write a rap
- Write lyrics for a song
- Use ‘Quickbeats’
- A combination of the above
- Interview each other

Theme: Identity

acoustic	DJing	electronic	express	gender	identity
lyrics	melody	producer	racism	rap	turntablist



# Year 6 French – Summer Term: Catch Up



1. Can I greet someone and introduce myself in French?



2. Do I know and can the days of the week in French, months of the year and can I say the date in French?



3. Do I know and can I say the colours and items of clothes in French?



Can I use a range of conversational phrases in french and start to record French sentence?

4. Can I describe myself or someone else in French?



5. Can I talk about the sports and hobbies I do in French?



French	English	Color
Bleu	Blue	
Rouge	Red	
Jaune	Yellow	
Vert	Green	
Rose	Pink	
Noir	Black	
Blanc	White	
Marron	Brown	
Turquoise	Aqua	
Gris	Gray	
Violet	Purple	

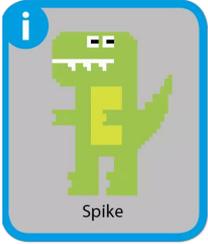
French Learner

6. Can I talk about my family in French?



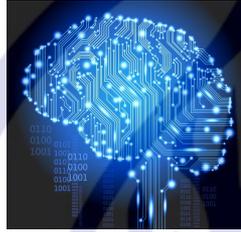


# Year 6 Computing – Summer Term 1: Variables In Games



## 1. What is a variable?

A **variable** is something that is **changeable**.



## 2. Why is a variable used in a program?

A **program variable** is a **placeholder** in memory for a single variable.

## 3. How do you improve a game using variables?

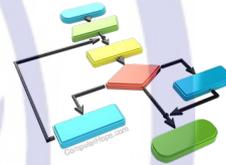
Placing the **variable** in different places in the program will have different outcomes.

## 4. How do you design a project that builds on a given example?

Sprites, backgrounds and algorithms are required to design and enhance the visual appearance of a game.

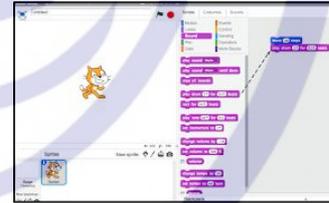


How are variables used to create a game in Scratch?



## 5. Can you use a design to create a project?

Naming **variables** and **testing** is important to **improve** and **enhance** projects.



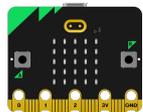
## 6. How do you evaluate a project?

**Evaluating** is key to developing designs.

Algorithm	abstraction	background	code	enhance	experiment
flow	outcome	repetition	sequence	Sprite	Variable



# Year 6 Computing – Summer Term 2: Sensing Movement



## 1. How do you program to run on a controllable device?

A **micro:bit** is a tiny computer. You can write programs for the micro:bit on your computer and then **transfer** them to the micro:bit to be run.

```
forever
  if button A is pressed then
    show icon
  else
    show icon
```

2. Can you control the flow of a program?  
Using a **variable** in an *if, then, else statement* helps to select the **flow** of a program.



## 3. Can you update a variable with a user input?

The *is gesture* **input** block can be used to **detect** movement from the **accelerometer**.

## 4. Can you use a conditional statement to compare a variable to a value?

Using **selection** (if, then, else), makes the micro:bit into a **compass**.

```
if heading < 90 then
  show icon
else if heading < 180 then
  show icon
else if heading < 270 then
  show icon
else
  show icon
```

## How can a step counter be created by programming a micro:bit?

## 5. Can you design a project that uses inputs and outputs on a controllable device?



Ways to debug your code:

**Isolate code** — take a small section of **code** out, and test only that section.

**Substitute code** — swap a section of **code** and test again.

## 6. Can you develop a program to use inputs and outputs on a controllable device?

The on **shake** block can be replaced with a block that allows you to adjust the **sensitivity** of the shake **detection**.

```
if acceleration (mg) strength > 1500 then
  change step by 1
```

code	compass	debug	detect	detection	flow
isolate	selection	sensitivity	shake	substitute	transfer



# Year 6 Physical Education – Summer Term: Athletics



1. How do you use control, balance and speed?

- Head up, scanning for space
- Straight body
- Driving arms and legs

2. How do you send and receive with speed and precision?

- Hands/feet in opposition
- Follow through and release
- Looking at target



3. How do you throw for distance using the 'push' technique?

- Feet in opposition
- Bent to straight arm
- Acceleration of push (arm going from stationary to its fastest speed at point of release)



How do your arms, legs and body position help your performance in athletics?

4. How do you apply 'agility' in a competitive context?

- Low centre of gravity
- Bend knees
- Fast, small paces

5. How do you execute three different jumps?

Long jump

- Dominant foot take-off
- Arms and legs for power and balance
- Land on two feet

Triple jump

- Hop, step, jump
- Arms and legs for power and balance
- Start sequence on one foot, finish on two feet

Vertical jump

- Deep knee bend
- Extend through legs on take-off
- Stretch/reach with arms

6. How do you work constructively as part of a team?

- Team work
- Communicate
- Positive
- Areas of improvement

agility	balance	dominant	drive	extend	gravity
long jump	jump	push throw	sequence	triple jump	vertical jump





# Year 6 Physical Education – Summer Term: Rounders



## 1. How do you throw and catch accurately?

### Catching

- Watching the ball
- Two hands together
- Cushion ball (soft hands)



## 4. What is the role of the backstop?

- Watch ball
- Adjust distance
- Bend knees and on balls of feet

Throwing  
Flat  
Power  
Accuracy



## 2. How do you strike a ball correctly?

- Side on stance (in opposition)
- Watch ball (head still)
- Step into hit



## 3. How do you bowl accurately?

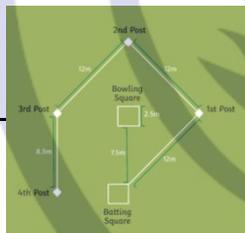
- Good pace
- Flat trajectory
- Between batter's knee and shoulder



How is transfer of weight used in bowling, fielding and batting?

## 6. How do you use the batting, bowling and fielding skills in a match?

- Communicate
- Positive
- Areas of improvement



## 5. What are the batting tactics in rounders?

- Identify potential scoring zones
- Determine best option for scoring rounders
- Align body/stance and follow through (shot) in desired direction



backstop	bat/batter	bowling	catching	direction	distance
opposition	pace	power	stance	tactics	trajectory



# Year 6 Physical Education - Summer Term : Tennis



## 1. How do you complete a rally using forehand and backhand groundstrokes?

Contact with middle of racket  
Strings/racket perpendicular to ground  
Sideways stance



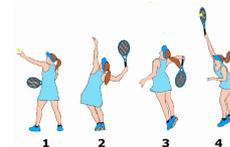
## 2. How do you use a volley as an attacking strategy?

Racket head above wrist  
Punching movement  
Contact point in front of body



## 3. How do you strike the ball using an overarm serve?

Toss up (place ball into air, not throw)  
Tap/hit over-arm (think high fiving ball)  
In opposition, sideways to target



## 4. How do you use an overarm serve in a rally?

Cross court  
Follow through on opposite side of body  
Recover to ready position quickly

What skills, rules and tactics are used in tennis?

## 5. How do you use attacking and defending tactics to win points?

Positive communication  
Shot selection  
Use of strengths and weaknesses (own and opponents')

## 6. How do you apply tactics in a competitive situation?



**Defend:** Get the ball over (the net) and in (the court)  
Use of strengths and weaknesses (own and opponents')



attack	cross court	defend	follow through	groundstrokes	opponent
opposite	perpendicular	punching	serve	tactics	volley



# Year 6 Curriculum For Life - Summer Term 1: Relationships



**1. How can stereotypes of visible difference be recognised?**



Negative stereotypes of visible difference are often used on TV/in films.

**4. How can you show respect for others online?**



**Boundaries** These are the physical, emotional, and mental limits we set to protect ourselves from being manipulated, used, or violated by others.

**2. How can stereotypes of visible difference be challenged?**

Negative stereotypes can lead to people treating those with **visible** differences badly.



**3. What is meant by consent?**

Consent should be gained and not assumed in the absence of 'no'.



<b>anti-social</b>	Actions which violate the rights of others.
<b>boundaries</b>	A limit.
<b>consent</b>	The act of allowing someone to do something.
<b>inappropriate</b>	Not suitable.
<b>stereotype</b>	An assumption about what someone will do / act based on a particular group or aspect.
<b>visible</b>	Something that you can see.

**Getting Help** - If you are worried about anything, talk to a trusted adult.  
**Childline** [www.childline.org](http://www.childline.org) 0800 1111 Calls DO NOT show on the phone bill



# Year 6 Curriculum For Life – Summer Term 2: Economic Wellbeing



## 1. How do companies persuade consumers to spend money?



Manufacturers and shops advertise to persuade people to spend money.



## 4. What are the risks involved with gambling?

When **gambling**, participants have no idea if they will win or lose.



## 2. What are the benefits and risks of borrowing money?

It is important to consider the risks and potential consequences before **borrowing** money.



## 3. What are taxes and why do we have them?

The government uses **taxes** to provide for a community's needs.

## 5. What is currency rate and how is it calculated?

Different forms of **currency** are used in other countries.



<b>borrowing</b>	Money that you are loaned that you have to pay back.
<b>currency</b>	The official money of a country.
<b>gambling</b>	A risk where money is swapped in the hope of winning something better.
<b>influence</b>	A thing or person that affects another.
<b>persuasive design</b>	Psychological principles used to design products that influence behavior.
<b>tax/es</b>	Money paid to the government to fund public services.