



RE
Aut1 - How do Sikhs show commitment?
Aut 2- What do Christians believe about Jesus' death and resurrection?
 Skills and knowledge – see supporting document in shared folder
 T-drive> Year groups > 21-22 > Year 6 > Autumn term> RE

Geography- where do we live?
 To use a range of maps/atlasses to locate Bradford and Middle-Eastern countries. To explain the reasons for similarities and differences in geographical terms using physical & climatic features.
 Human activity is dependent on physical features & locations (climate). People are dependent on the environment in which they live and so the environment depends on humans looking after it. To know key topographical and physical features of UK compared to a range of other countries (hills mountains, coasts, rivers).

History Lead question –AUT 1 What are our community's needs? What is missing?
How can we campaign?
 -Focus on British civilisation (with a focus on democracy, contributions to mathematical & scientific thinking, theatre, architecture). The voting history/suffragettes/female empowerment.
 -Analyse trends over time and explain the trend (why is it a trend and not a series of separate events)
 - Understand the hierarchy system in politics. Migration in Bradford (Maths opportunity-data handling) the tale of the Giraffe's neck -Analyse and make links between causes and events which affect the history of a place – creating own case study/report after a week of research; subject knowledge.
AUT 2
Can I make a difference in my community? How do you make your voice heard (regardless of age) for the good of the community? How can I make History?
 Plan and carry out a campaign. Children can choose something personal to them.
Research- what is the current situation, cause/effect, statistics & what is the council doing?
 --Observations and data handling- walking around local area making notes and a tally chart and identifying main issues. Data to be presented using bar/pie charts.
 Chn to write a letter and take to a counsellor demanding change. Groups of chn going out cleaning the community as part of the campaign.
 Democracy lessons to use- <https://www.tes.com/teaching-resource/british-values-democracy-11290324>
 An introduction to Parliament video <https://www.youtube.com/watch?v=Qs-9B3FRXCA>
 Lesson sequence of democracy https://www.parliament.uk/education-resources/FINAL%20HOP%20KS2%20BOOK%20FOR%20DOWNLOAD_LR%20-%20Copy.compressed.pdf
 Parliament and Government – how do they work?
 - Have we experienced elements of democracy ourselves? E.g. Head pupils.
 - Timeline of voting, women etc.
 - Respect and tolerance (individual liberties)
 - Equality

Reading books:
Picture Books
 The Arrival
 The Suitcase
Class Books
 Refugee Boy & Boy 87 (AUT 1)
 The Night Dairy (AUT 2)
 Benjamin Zephaniah inspired poetry

English
 Aut 1- persuasion
 Cold – Inviting Year 5 teachers to the Talent Show via teams call- due to current climate.
 Published Piece – write up a speech about why we should stop littering, write, edit and perform.
 Hot – Letter of persuasion to MPs and council alongside our campaign and petition.
Vocabulary, Grammar and punctuation: apostrophes for contracted forms and possession, full stops used for emphasis (You. Can. Not. Do. That.), brackets, commas and dashes (for parenthesis), semi colon use. Noun types and identification. Tenses.
 Aut 1 – diary entry
 Cold – diary of Alem's arrival to the UK.
 Published Piece – Syrian refugee travelling to UK
 Hot - Syrian refugee arriving in the UK and being placed in detention centre.

Art/DT-
 Artist of the term; John Constable
 Focus- landscapes
 Record their observations and use them to review and revisit ideas. Plan/annotate/create prototype/evaluate effectiveness/action plan
 To improve their mastery of art techniques, including drawing, painting with pencil, charcoal and paint.
 Research and learn about JC and his work.
 Make – canvas create own version inspired by JC
 Evaluate – analyse existing products and compare.
 PAINT MIXING- method
 Colour theory
 Perspective
 Evaluate against own work and improve.
 *lots of maths links to geometry – nets, 3D shapes.

Reading – skills focus
 Recap of prior skills taught in YR4 & 5
 Individual reading daily
 Phonics focus group
 Vocabulary
 Retrieval
 Summarising
 Skim, scan and trap

Science
Lead question – How did we get here? Evolution and Fossils
Concept Development
 - Characteristics are passed from parents to their offspring
 - Carry out thorough research from a wide range of sources about how living things on earth have changed over time - Identify secondary scientific evidence that has been used to support or refute ideas and arguments for evolution and begin to separate opinion from fact
 - Variation in offspring over time can make animals more or less able to survive in particular environments.
 - Use these arguments to generation their own questions and line of enquiry - Critically compare how some living things are adapted to survive extreme conditions e.g. cactus, penguins, camels - Analyse and make links between the advantages and disadvantages of specific adaptations e.g. 2 feet or 4, gills or lungs - Report and present clear findings from enquiries, offering well evidenced explanations to support their reports
<https://www.hamilton-trust.org.uk/science/year-6-science/game-survival/>
 1. Inheritance Detective
 2. Mutations and Adaptations
Fossil introduction
 What are fossils?
 How are fossils formed?
<https://www.tes.com/teaching-resource/how-fossils-are-formed-6151304>
<http://www.planet-science.com/categories/under-11s/our-world/2011/10/what-makes-fossils.aspx>

Oracy- Aut 1
 What is oracy and why it is important?
 Establish talk rules for the class- displayed?
 Picture news – for explicit oracy skills to be taught.
 Oracy games
Aut 2
 Application of oracy skills – through debate and oral presentation of an area of knowledge via curriculum.

PSHE:
Self-belief/ overcoming challenges/managing emotions/growth mindset.
 Type of learner. Growth mindset. Year 6 responsibilities within school and out in the community.
 Being a good citizen.
 Classroom responsibilities.
 Heritage. Past reflection.
 Where do I fit in? My personal strengths and talents.
Debating to improve confidence and self- belief
 Motion- Is the UK doing enough to help Asylum find refuge?
Speaking and listening skills – follow Voice 21 framework.
<https://voice21.org/oracy/>
RSE- Our feelings (ZONES OF REGULATION) Identify a range of feelings;
 Identify how feelings might make us behave. Suggest strategies for someone experiencing 'not so good' feelings to manage these