

Summer Term Year 6

All subjects are directly linked to the National Curriculum's programmes of study.

Shang Dynasty

	History/Geography	Science	Art/DT	RE
<p><i>National Curriculum objectives and coverage</i></p> <p><i>Curriculum Enrichment</i></p> <p><i>Pottery workshop</i></p> <p>Virtual session from British Museum about achievements of Shang Dynasty.</p>	<p>History The achievement of the earliest civilizations – an overview of where and when the first civilizations appeared and a deep study of the Shang Dynasty of Ancient China.</p> <p>Subject Endpoints</p> <p>Skills Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Knowledge Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. Place key events, people and changes during the Shang Dynasty period and understand their chronological order. Develop the appropriate use of historical terms referring to life in Ancient China. To interpret the features of society during the Shang Dynasty. Understand the social, cultural religious and ethnic diversities during the Shang Dynasty.</p> <p>Geography Our World Locate main countries in Africa, Asia, Europe and Oceania and identify their main environmental regions including the key physical and human characteristics and major cities.</p> <p>Subject Endpoints</p> <p>Skills To be able to use maps, atlases, globes, ordnance survey maps and digital/computer mapping (Google earth) to locate the countries of Africa. Name and locate an increasing range of places in the world including globally and topically significant events. To identify and describe where places are around the world. Use latitude and longitude on atlas maps and globe. Identify and name the key topographical features on a map including coast, hills, mountains and rivers and I can understand how they have changed over time. Use maps to name and locate countries and cities of Europe. To confidently identify significant places and environments. To be able to locate the main countries in Africa, Asia and Oceania and identify their main environmental regions including the key physical and human characteristics and major cities. Identify capital cities and oceans. Recognise and describe key mountains around the world.</p> <p>Knowledge To investigate how decisions about places and environments affect the future quality of people's lives. Recognise and describe biomes and vegetation belts around the world. Use atlases to find out about other features of places e.g. mountains, weather patterns. Use primary and secondary sources of information for evidence. Use mapping sites on internet (Google). To be able to create maps using aerial photographs and satellite images. To develop my views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</p>	<p>Electricity</p> <p>Subject Endpoints</p> <p>Working scientifically Answer questions about what happens when different components are added to a circuit. Identifying the outcome of changing one component at a time in a circuit. Design and make their own circuit (traffic lights or a burglar alarm).</p> <p>Knowledge Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Living things, habitats and</p> <p>Subject Endpoints</p> <p>Working scientifically Use classification systems and keys to identify some animals and plants in the immediate environment. Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p> <p>Knowledge Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Art Focus on Terracotta Army (China) - study, recreate and design own in the style of (Sculpture with clay).</p> <p>Subject Endpoints</p> <p>Skills Learn about great artists. Develop techniques including the use of materials (clay- sculpture). Improve mastery of techniques including sculpture with a range of materials (sculpture using clay). Review and revisit ideas (using previous knowledge of sculpture- papier mache).</p> <p>Knowledge To record observations (comment on existing art and experiment with using different clay tools and techniques). To create a statue based on the Terracotta Army.</p> <p>DT Let's go fly a kite (Structure)</p> <p>Subject Endpoints</p> <p>Skills To be able to communicate my existing understanding about kites. To be able to develop design criteria. Develop and communicate a design for my kite. Accurately measure and cut the shape of the body of the kite and join it to the frame structure. To be able to make a strong and stiff frame structure to support the kite. To be able to evaluate my kite.</p> <p>Knowledge Explain how key events and individuals in design and technology have helped shape the world. Name and explain the function of the different parts of a kite. To be able to investigate kite shapes. Select from and use different materials and components.</p>	<p>Religions: Hinduism with a focus on Murti Puja and Islam with a focus on the 5 Pillars (Sawm and Hajj)</p> <p>Subject Endpoints</p> <p>Skills Pupils understand how Hindus and Muslims use food to worship (Murti Puja/Ramadan). Pupils understand how to take responsibility for actions in their own lives.</p> <p>Knowledge Pupils make comparisons and give personal opinions. Pupils are respectful in their discussions. Pupils understand that religious people have responsibilities with regards to worship.</p> <p>Inspirational people in today's world</p> <p>Religions: Hinduism and Islam</p> <p>Subject Endpoints</p> <p>Skills Pupils research key figures (Greta T, Gandhi, MLK) Pupils give their opinions about the beliefs of others.</p> <p>Knowledge Pupils are able to compare a world leader to Gandhi Pupils explore who they find inspiring. Understand the idea of 'wisdom' Consider the idea of 'inspiration' Understand Judgement Day and Reincarnation.</p>

