



**Year 6**

**Summer Curriculum  
Overview and Topic  
Webs**

# Year 6 Summer Topic Web

## English

### Development of writing through:

#### Fiction, Non-fiction and Poetry writing:

Children will be asked to develop, recall and understand the language and organisational features of a range of text-types including: Narratives, Non-chronological report and balanced arguments.

#### Grammar/Phonics:

Word classes

Phrases & clauses

Subordinate clauses

Semi-colons

Colons

Dashes for parenthesis

Simple, compound, complex sentences

Rhetorical questions

Commands, exclamations, questions

Spelling will be taught using Spelling Shed to cover Y6 spelling rules.

## Maths

### Shape

In Year 5, children learnt that angles on a straight line add up to  $180^\circ$  and angles around a point add up to  $360^\circ$ . That learning is revisited, with children calculating missing angles from given information. Children learn that vertically opposite angles are equal. Then move on to calculating angles in a triangle, quadrilaterals and other polygons.

### Position and direction

Children begin to look at coordinate, initially in the first quadrant extending to all four quadrants. They then solve problems with coordinates and carry out translation and reflection of shapes on coordinate grids.

### SATS Revision

Children look at gaps identified in learning in preparation for the Year 6 SATs papers.

### Post SATS - Themed Projects, consolidation and Problem solving

## Religious Education

### EASTER

In this unit the children study the story of Easter from the perspective of Thomas. The work contained in this unit will require them to think about reasons why Thomas did not believe in the Resurrection of Christ at first and why people today believe that Jesus is risen from the dead. Children will also learn about Easter and the promise of eternal life. They will be introduced to some associations with Baptism and the celebration of a Christian funeral.

### PENTECOST

In this unit the children will learn about two stories from the New Testament about the coming of the Holy Spirit. Through their study of the Sacrament of Confirmation they will learn about the Gifts and Fruits of the Holy Spirit and how they are important in the lives of Christians.

### BELONGING TO THE CHURCH COMMUNITY

In this unit of work the children will learn about the foundations of the life and teaching of the Catholic Church being rooted in the life and teaching of the Apostles. The children will learn about the role of the Pope and local Bishop in the life of the universal and local Church. They will also explore the life of the local parish community where the faith of God's People is nourished and celebrated.

### PRAYERS IN THE LIVES OF FOLLOWERS OF CHRIST

In this unit children gain a greater knowledge and understanding of the traditional prayers of the Church and some of the signs and actions associated with prayer. They will also study some prayers that are found in the scriptures and engage in the study of the Mass as the central prayer for Catholic Christians. The unit will be concluded with a study of some customs of prayer in other religions.

## Science 1

### Evolution

Pupils will be introduced to concept of evolution: the process by which living organisms (plants and mammals) develop and change, over time. The substantive concepts of this unit are inheritance, variation, adaptation and evolution by natural selection.

Declarative knowledge (knowledge which manifests from the central principle), such as knowledge of biomes, habitats and reproduction, will also be built upon in this unit. The disciplinary knowledge gained in this unit will allow the children to think more like palaeontologists, naturalists, biologist and anthropologists (all types of scientists), by using data and diagrams to deduce and draw logical conclusions.

## Humanities

### History – World War II

The children will look in some depth at the Battle of Britain- a battle fought entirely in the skies- and the Blitz- a strategy used by the German air force to try and force Britain to surrender. The role of the empire, and other overseas pilots, can be explored and primary sources should be used and interpreted by the children. The unit focuses on the Battle of Britain and the Blitz from a military context. The social context is explored in more detail at the end of the unit when the children look at life on the Home Front.

### Geography – South America

Within this unit children will use maps of South America to identify key countries and key physical features, including the Andes Mountains. They will use different maps to identify landscapes, biomes, industry and population distribution. Children will secure locational knowledge as they identify countries within South America. They will build on their knowledge of geology from previous units (such as mountains, volcanoes and earthquakes in Year 5 Geography and rocks in Year 3 Science) and will explore why geologists and scientists think South America and Africa were joined many millions of years ago.

## Physical Education

### Gymnastics

Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off a high apparatus.

### Athletics

Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement

## Computing

Computing is taught discretely through BGFL 365. Computing also takes a pivotal role throughout core and foundation subjects, where children are provided the opportunity to retrieve, record and publish work on computers. Children are taught to use computers and access the internet safely and appropriately through E-Safety lessons and during Safer Internet Day.

## Science 2

### Light

In this unit, pupils will look more closely at light and how it behaves. They will learn that light is the visible part of a spectrum of energy. Pupils will be reminded that some surfaces reflect light, some allow it to pass through them and some block it. They will look again at shadows and how light travels. Pupils will test the hypothesis that shadows are always the same shape as the object that made them. They will work scientifically to plan how to test the hypothesis, before carrying it out. Pupils will also look at how the eye functions, how light travels through it and how our brain receives messages from the eye.

## Art

### Victorian Art and Architecture

Children start by looking at the architecture of the Houses of Parliament and how this important building was influenced by both gothic and classical style. The children then study the work of the Victorian pre-Raphaelite artists

### William Morris

The children start by looking at Morris' wallpaper designs, learning that these were stylized forms based on nature, bearing the influence of Islamic design, with which the children will be familiar from their work on this subject in year 5. They learn how the wallpaper was produced by block printing and create their own Morris inspired designs printed using the reduction method (essentially the opposite of block printing) on polystyrene tiles

## Technology

### Food for Life

This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu, and evaluate their completed products





## process of natural selection

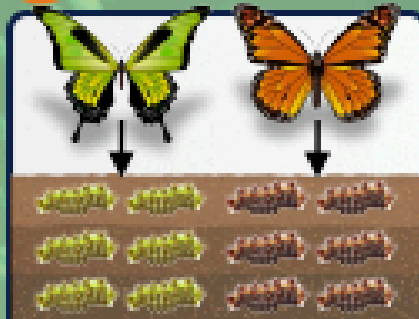
### 1 VARIATION



green brown

there is a genetic variation within a population which can be inherited

### 2 COMPETITION



overproduction of offspring leads to competition for survival

### 3 ADAPTATIONS



individuals with beneficial adaptations are more likely to survive to pass on their genes

### 4 SELECTION



over many generations, there is a change in allele frequency ( evolution )

### Darwin's Finches



#### KEY VOCABULARY

fossil

the **preserved remains** of an organism (plant or animal)

palaeontologist

a scientist who **studies fossils**

anthropologist

a scientist who **studies the origins of mankind**

adaptation

process of **changing to suit** a particular environment

variation

**difference** between living things within a species, e.g., hair colour

evolution

a **change** over a long period of time

inheritance

**passing on** characteristics from parent to offspring

natural selection

the **most beneficial characteristics** get passed down to later generations

species

organisms with **similar characteristics**

extinct

a species that **no longer exists** in nature

Wallace Line

**imaginary boundary** separating the animal life of Asia and Australia

theory

a **thought-out explanation** based on observations

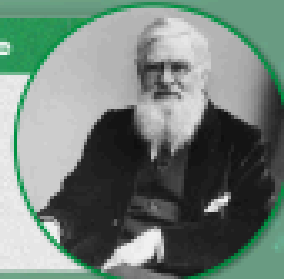
### Charles Darwin

Naturalist, biologist and geologist, he proposed that all species of life have descended over time from common ancestors and wrote 'The Origin of the Species'.



### Alfred Wallace

Naturalist, biologist and anthropologist, he proposed the theory of evolution and natural selection independent of Charles Darwin.





KEY  
VOCABULARY

light

light is a **source of illumination, it allows us to see**; there are natural and artificial sources of light on earth (the sun is a natural source of light that supports life on earth)

speed of light

the speed of light is believed to be **the fastest speed at which anything in the universe can travel**, approximately 650 million miles per hour; scientists use the speed of light when calculating vast distances in space

mirror

a **surface which reflects a clear image**; archaeologists have found mirrors made from polished stone dating back over 6000 years (the ancient Egyptians used polished copper to create mirrors)

shade

a **dark patch where light has been blocked**; shade is darker and cooler than areas exposed to direct sunlight

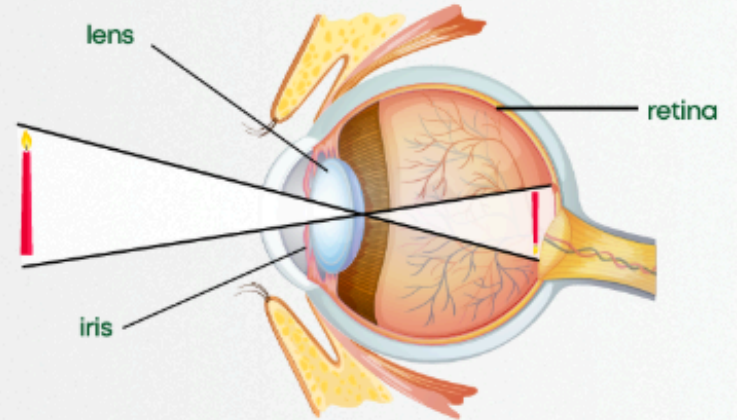
reflection

the **return of light from a surface**; some materials absorb light, but others reflect it

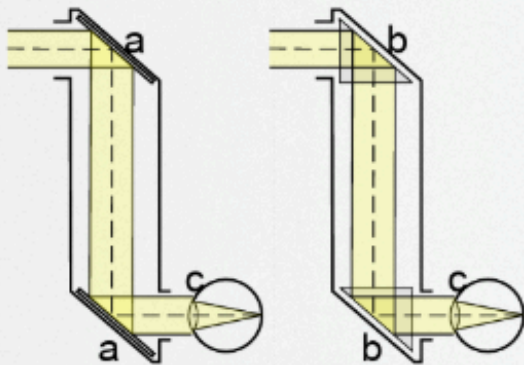
prism

a wedge shaped object which **can split white light into a rainbow spectrum of colours**; scientists call the splitting of light 'dispersion'

cross section of a human eye



light is essential for our eyes to see



a **periscope**: a device that uses reflection of light to allow the user to see something that is out of their line of sight

at A, the mirrors are tilted 45°

at B, the light reflects from the mirrors travelling down the Periscope

at C, the image can be seen by the user



a prism can split white light into rainbow colours



KEY VOCABULARY

encryption

a practice that involves codes and systems for changing messages so they **cannot be read by other people**

the Blitz

the name given to **Hitler's bombing campaign against the United Kingdom** that lasted for eight months in 1940 and 1941 (blitz is the German word for lightning)

evacuation

in World War II many children were **required to leave their homes, or evacuate, and move to safer places**, often in the countryside

the Holocaust

the name given to the **mass killing of European Jews** during World War II

genocide

the **deliberate killing, or murder, of a large number of people**, especially from the same ethnic group or religion

Enigma Machine

a **machine used by Nazi Germany during World War II** to code messages so they could not be read by the Allies: Alan Turing and his team cracked the Enigma Machine and the messages could be intercepted

Operation Sealion

Nazi Germany's **code name** for their plan to attack and invade the United Kingdom during the Battle of Britain

propaganda

**information, of a biased or misleading nature**, used to promote a political cause or point of view

the war was fought between

axis powers

Germany



Adolf Hitler

Italy



Benito Mussolini

Japan



Hideki Tojo

allied powers

United Kingdom



Winston Churchill

France



Charles De Gaulle

Soviet Union



Joseph Stalin

USA



Franklin D Roosevelt

English codebreakers



Alan Turing



Mavis Batey

KEY VOCABULARY

Pangea

a **supercontinent that broke apart 175 million years ago** forming the continents we recognise today

rainforest

a **dense forest, rich in biodiversity**, that is often found in tropical areas and receives high levels of rainfall

subduction zone

an area where one **tectonic plate is being forced under another**, often creating mountain ranges

plateau

a **flat area of land** with high altitude

altitude

the **height of a location**, often relative to sea level

deforestation

the process of **removing forest**

biodiversity

the **variety of plants and animals** within a habitat



THE INCA EMPIRE

location	dates	places	language and communication
the Inca Empire spread along the Pacific coast from Ecuador to Chile	began in 1100 CE  reached its height in 1530  declined in 1535	Cuzco: the Inca Capital located in Peru built in the shape of a puma  Machu Picchu: high in the Andes mountains	Quechua (Ketch-wah): the single Inca language, spread across the empire, to encourage clarity of communication  Quipu (Key-poo): lengths of knotted string, used to keep records and pass messages around the empire



factors leading to Amazon forest fires: dry weather with little rain, deforestation and logging, slash and burn forest removal



Atacama Desert

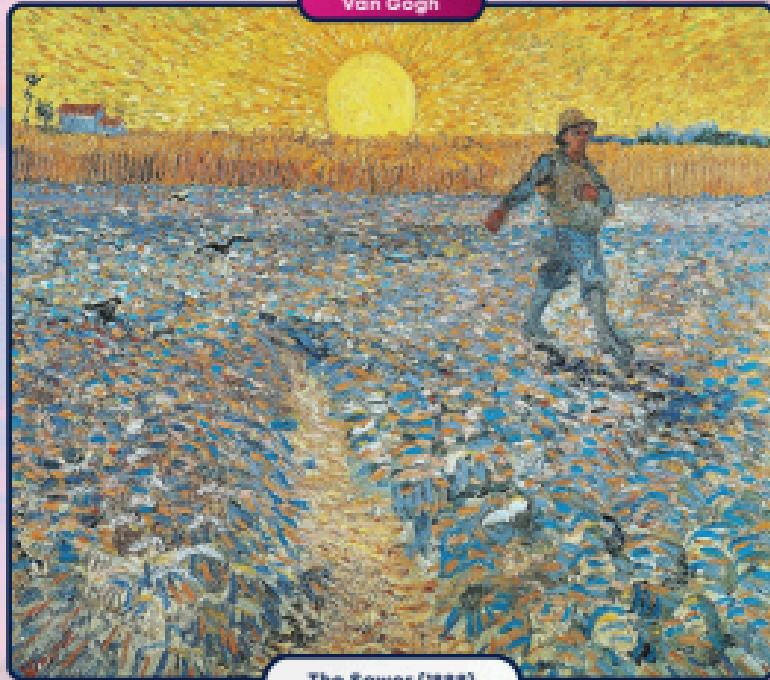


a desert plateau in South America located along the Pacific coast, west of the Andes Mountains

the Atacama Desert is the driest non-polar desert in the world

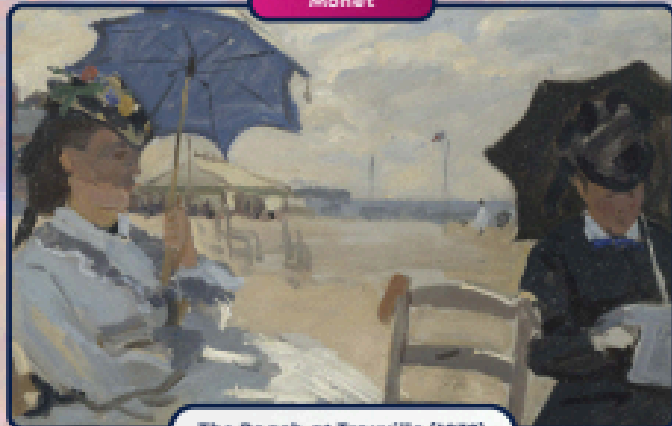


Van Gogh



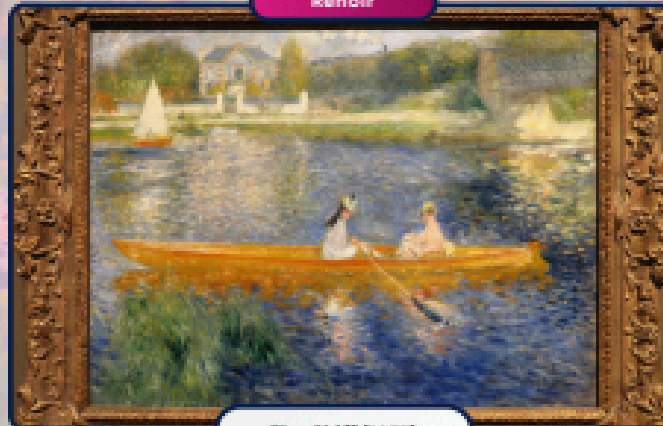
The Sower (1888)

Monet



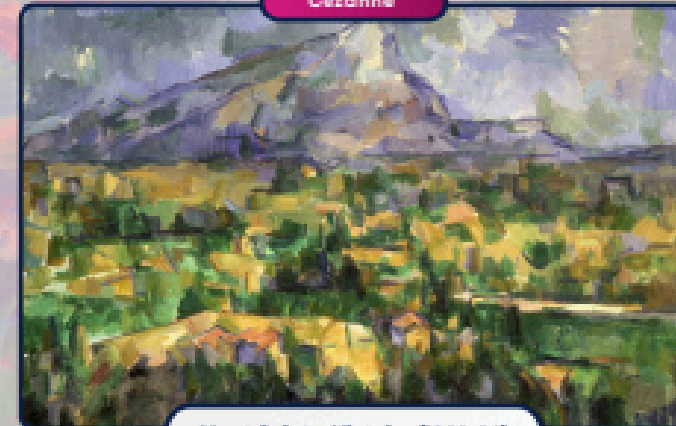
The Beach at Trouville (1870)

Renoir



The Skiff (1875)

Cezanne



Mont Sainte-Victoire (1902-04)

KEY VOCABULARY

Impressionism

an art movement which developed in 19th century France: it is based on **painting outside**, rather than in the studio from sketches therefore main impressionist subjects were landscapes and scenes from everyday life (artists associated with impressionism were Monet, Renoir and Degas)

post-impressionism

a term which describes the **change in impressionism** from about 1886 (artists associated with post-impressionism were Cezanne, Van Gogh and Gauguin)

exhibit

where an artist **shows their works** of art to others in an exhibition

en plein air

a French term which refers to painting a whole finished picture **outside**

studio

a **room** where an artist works

transient effects

trying to capture an **effect in nature**, e.g. the moving light in the sky, which only lasts for a short amount of time

brushwork

the style an artist has of **putting paint** onto a painting with a brush

landscape

a painting or drawing of a **large area of the natural world**, e.g. mountains or fields

complementary colours

any two colours which are **opposite each other** on the colour wheel, e.g. yellow and purple are complementary to each other

constructive brushstrokes

a term given to the technique used by Cezanne to describe using similar-sized **parallel brushstrokes** to show volume of a shape



KEY VOCABULARY

modernism

a style of art and design starting in the 1850s that rejected previous artistic styles, was often abstract, experimental and focused on materials

statue

a sculpture of a person

cubism

a way of painting and drawing where artists show more than one view of something in the same picture, like looking at many sides of a cube at once

abstract

art that doesn't try to look like something, but uses shapes, colours, lines and form to achieve an effect

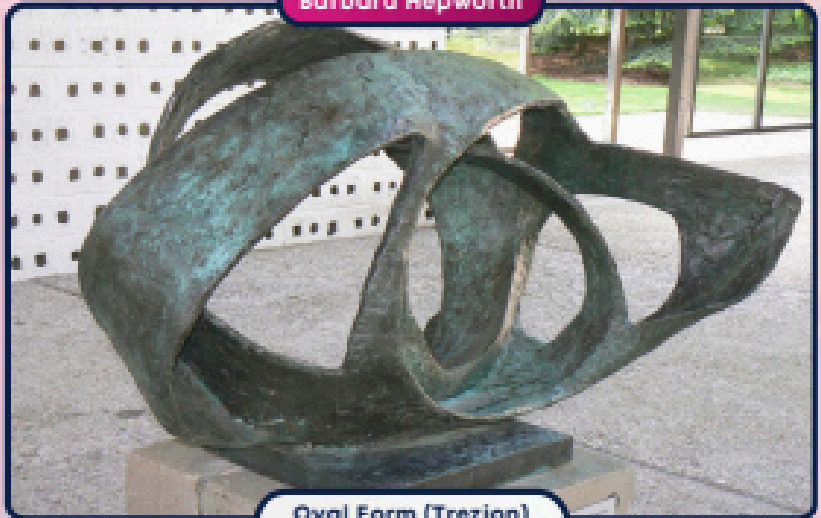
figurative

art that shows something of the real world in it: the opposite of abstract art

impasto

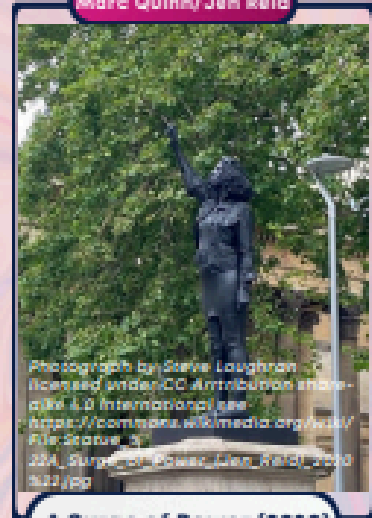
an area of thick paint in a painting

Barbara Hepworth



Oval Form (Trezion)  
1962/1963

Marc Quinn/Jen Reid



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like 4.0 International see  
[https://commons.wikimedia.org/wiki/  
File:Surge\\_of\\_Power\\_2020\\_Surge\\_of\\_Power\\_Jen\\_Reid\\_and\\_Marc\\_Quinn.jpg](https://commons.wikimedia.org/wiki/File:Surge_of_Power_2020_Surge_of_Power_Jen_Reid_and_Marc_Quinn.jpg)

A Surge of Power (2020)

Thomas J. Price



For image see: <https://www.tate.org.uk/whats-on/tate-bristol/display/focus-frank-bowling>

Reaching Out (2020)