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| **Year Group - 6** | | | **Term – Autumn 1 2025** | |  |  | | --- | --- | | **Educating for Wisdom, Knowledge and Skills** | **To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity to empower themselves and their learning throughout their lives.** | | **Educating for Hope and Aspiration** | **To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds** | | **Educating for Community and Living Well Together** | **To be a multi-cultural, inclusive community of individuals loved by God, who feel valued and involved, where we create qualities of character to enable people to flourish.** | | **Educating for Dignity and Respect** | **That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.** | | | | |
| **Name of Unit Overview –**  History –The Mayans  Is it better to look back or look forwards ?  Literacy Book – Stormbreaker | | | |
| **Context, Big Questions and Wider World impact**  What can we learn from the study of early civilisations – the Mayans?  Is it better to look back or look forwards? | | | | | | | |
| **Subject specific learning areas** | | | | | | | |
| **Science** | | | | | | |  |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning** | | | | | **Main journey of the unit** |
| **Previous years**  -Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2 - Living things and their habitats)  -Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)  -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)  -Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)  -Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)  -Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)  **Revisit within this year**  Review in the spring term when we cover the Victorians and talk about industrialisation and recover the pepper moth. | | **Can we….? / Do we know…?**  Explain the theory of evolution and use a variety of examples to provide evidence?  **Focus** Evolution –  -recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | | | | | **Science**  **Lesson 1**  Explain the scientific explanation of inheritance  **Lesson 2 –**  What does adaptation mean?  **Lesson 3 –**  To understand evolution and the process  of natural selection – investigation pepper moth (newspaper squares)  **Lesson 4** –  To understand evolution and the process  of natural selection – investigation different types of beak and the foods that can be eaten  **Lesson 5** – Who was Charles Darwin? – Now Press Play lesson and news paper report.  **Lesson 6** – The role of fossils in providing information  **Geography and history link**  **Writing link – Outcome,** children will write a discussion text based on which civilisation they would prefer to live in Ancient Maya or Ancient Egypt.  **Lesson 1 –** Who were the Maya? Where did they live  ? When did they live? Now press play – about the life of a Mayan child– outcome diary entry  **Lesson 2, 3 and 4 –** How did the Mayans live? – Develop a fact book. Resources to support – interactive flip book, now press play lesson, internet research.  .  **Art**  **Lesson 1 –** 4 sketches of Darwin’s finches (science link)  **Lesson 2** – Sketches of Peppered Moth (Science link)  **Lesson 3 and 4** – One-point perspective street  Temple drawings (Topic link)  Outcomes  Monsters symbolic (literacy link) additional option depending on time.  **DT**  For cardboard challenge day  **Design and Make**–  A Mayan temple  Resource – Swift playgrounds 1  <https://studio.code.org/s/express-2021/lessons/21/levels/1?redirect_warning=true>  or Minecraft  <https://studio.code.org/s/express-2021/lessons/20/levels/2?redirect_warning=true> |
| **Humanities – History & Geography** | | | | | | |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning** | | | | |
| **Previous years – Ancient Egypt studied in year 5.**  **Geography Revisit within this year in the spring term – location of countries and capital cities in Europe.** | | **Can we….? / Do we know…?**  locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  **Topic link**  MFL link - Where is Spain?  Science link – Where are the Galapagos Islands?  **History**  **Focus:** Is it better to look forwards or to look back?   * To know when early civilisations appeared including the Mayans and place key events on a timeline using the terminology BC and AD, explaining why it goes backwards. What calendar did they use? * To explain the impact of the Mayan civilisation on the wider world * To describe the events of the Mayan Civilisation, including the periods before and after * To ask and answer complex questions about the significance of civilised culture during the Mayan dynasty * To compare the evidence available for the Mayan civilisation to that which is available for other early civilisations, and discuss the validity of the sources. * To discuss how the Maya relate to other early civilisations (Ancient Egypt studied in Year 5) and analyse trends over time (who, when, where, advances etc.) * To use reliable information to argue which would be better to live in: the Maya Civilisation or Ancient Egypt | | | | |
| **Arts and Design** | | | | | | |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning** | | | | |
| **Previous years**  Children have started to use shading to consider adding light and depth to their drawings  **Revisit within this year**  Children will have the opportunity to revisit the skills learnt in the Autumn term and further look at tone to add light and depth whilst considering 1-point perspective of sports stadiums.  DT  From Year 5 (when they made their trenches) children will have thought about different ways to join and cut different material | | **Can we….? / Do we know…?**  **Media** –  Pencil sketches and water colours  **Focus** –  to improve their mastery of art and design techniques, including drawing by beginning with detailed sketches and moving onto 3d perspective  Use tone to add depth and light to my sketches (all with just an art pencil)  Include detail in my sketches when making observational sketches  Use parallel lines when drawing 3d  Use my knowledge of parallel lines to draw 1-point perspective 3d sketches  Use tone to add depth to 3d sketches  .  **DT**  **Focus** –  Cutting, fixing, joining accurately  **Evaluate** –  Technical Knowledge  apply their understanding of how to strengthen, stiffen and reinforce more complex structures | | | | |
| **Computing and Technological Understanding** | | | | | | |
| **Prior learning and where the objectives are revisited later in the year.** | | **Key year group learning** | | | | |
| **Year5**   * Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation * To use condition start-action in code * To use condition switches between actions in code * Start to use condition-starts-action in a loop code | | **Can we….? / Do we know…?**  Can independently understand and apply the fundamental principles and concepts of computer science -focus algorithms  Nested loop codes and functions  Depending on the development of the Samsung energy in schools project – code microbits as sensors on plugs  Information Technology  Create and edit a video.  Outcomes – friendship videos, narrated e-books from literacy, interactive fact book about the ancient Mayan civilisation. | | | | |
| |  |  |  | | --- | --- | --- | | **International Education (IE)** | |  | | **Prior learning:**   * Aspects of similarities and differences * British values * Learning about different cultures and UNICEF rights * Using maps and atlases to locate major countries across the globe   **Revisit within this year**   * Discussion of maps and atlases to find different countries * Comparing different cultures and religions | **International Targets (choose all that apply):**   * Locate and identify countries on a map and providing the international context for this topic * Understanding different cultures, values and customs * Similarities and differences between UK and other countries * Building tolerance and respect for other cultures * Understanding details, similarities and differences of the lives of others, past and present * Trade, tourism and travel (to and from UK) * Identify activities and habits which are different from but equal to their own * Significance of relevant celebrations / rituals * Recognising individuality and independence of separate cultures | **International Tasks:**  *Starters/Plenaries/15-30-minute activities*   * Discussion using google earth to explore where MesoAmerica was. * Discussion about where a civilisation established and developed in MesoAmerica * Discussion about Spanish explorers * Discussion about the cultures and rituals of Ancient Maya * Final debate about which civilsation they would rather live in Ancient Maya or Ancient Egypt * Final consideration of the question – Is it better to look backwards or to look forward ? | | | | | | | | |
| **Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?** | * Purposes for learning – to create their own museum about the ancient civilisation of the Mayans | | | **Trips/ Visits / Experiences** | | * Oxford – Natural History museum – Pitt Rivers for a Mayan workshop and self-tour of the science section about evolution (<https://www.prm.ox.ac.uk/primary-schools/maya>) | |
|  |  | | | **Vocabulary Oracy activities** | | Debate – which civilisation would you prefer to live in Ancient Maya or Ancient Egyptian (studied in Year 5 and therefore revisit learning to check in long-term memory) | |
| **Discrete subject learning focus areas** | | | | | | | |
| **Music**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  listen with attention to detail and recall sounds with increasing aural memory  Know and be able to talk about:  ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music  ● How to keep the internal pulse  ● Musical Leadership: creating musical ideas for the group to copy or respond to  ● Play a musical instrument with the correct technique within the context of the Unit song.  ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  ● To rehearse and perform their part within the context of the Unit song.  ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.  To sing in unison and to sing backing vocals.  ● To demonstrate a good singing posture.  ● To follow a leader when singing.  ● To experience rapping and solo singing.  ● To listen to each other and be aware of how you fit into the group.  ● To sing with awareness of being ‘in tune’. | | | | **RE**  We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.  **Enquiry question**  What is the best way for a Muslim to show commitment to God ?  Do religious people lead better lives ?  Do all religious beliefs influence people to behave well towards each other? | | | |
| **PE**   * I review, analyse and evaluate my own and others’ strengths and weaknesses. * I can read and react to different situations as they develop. * I can develop methods to outwit opponents. * I can recognise and suggest patterns of play which will increase chances of success. * I have a clear idea of how to develop my own and others’ work. * I can identify specific parts of performance to work on. * I can understand ways (criteria) to judge performance. * I can use my awareness of space and others to make good decisions   Jasmine Unit 1 – Cognitive cog  Coordination – Ball skills  Agility – Reaction/Response   * Team games – Tag Rugby | | | | **PSHE**  Relationships  To consider the rights and responsibilities we have in friendships and that we can have successful friendships  To explore physical and emotional behaviour in relationships  To explore positive and negative ways of communicating in a relationship  To recognise and explain different forms of bullying  To know where to turn in times of unhappiness or when witnessing something you are unsure about  To understand and explain similarities and differences between different people  To understand and explain how we might disagree and respect different people  To understand the possible repercussions of feeling excluded  To challenge gender stereotypes  To know I have the right to say no  Outcomes:  Recipe for what makes a good friend, followed by an imovie about friendship  red = friendship | | | |
| **ECO** | | | | | | | |
| **Final quality products** | * Cardboard model of the temple at Chichen Itza * Displays and self-made artefacts to show as a museum to explain about the life of the ancient maya. | | | **Home learning opportunities** | | * Weekly home learning to include:  1. A piece of maths 2. A writing task 3. Reading 4. Learning reflection | |
| **Climate and sustainability education** | * Analyse Man Vs Earth poem – consider the impact humans have made on planet earth | | | **What could we do to make a difference ?** | | * Discuss butterfly effect * Code microbits to act as watt detectors to find out which devices are high energy usage * Lead into next terms’ project of reducing amount of energy used in our homes | |
| **Enriching our curriculum and personal development opportunities.** | | | | | | | |
| **Prior opportunities** | **Experience** | | | | **Learning to come from those activities** | | |
|  | * Cardboard challenge day * Black history month * Harvest festival * Hello Yellow Day * Trip to Oxford Museums to support our history and science learning | | | | From these activities, children will further develop their independence, collaboration, perseverance and optimism. They will also learn how to challenge themselves in an environment outside of the classroom. This should further develop their self-esteem and confidence. They will also learn about different cultures and different people which will help them to value and respect differences. | | |