



# Food of the Gods

## Year 6

### Summer 2



#### Food of the Gods

##### Science

WS skills and revision

##### History

Ancient Civilizations

##### Geography

Physical/human characteristics

##### Design Technology

Structures

##### PE

Athletics/OAA

##### Music

Leavers' assembly performance, A showcase of year 6.

##### RE

Islam: Beliefs and moral values

##### Computing

Handling Data: Answer My Questions

##### PSHE

Changing Me

Science

<b>Continuation of units, working scientifically skills and revision</b>	<b>Term: 6</b>	<b>Year: 5/6</b>
<b>Unit Learning</b>		
<b>NC Objective – Coverage Working Scientifically skills.</b>		<b>Vocabulary</b>
<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Using test results to make predictions to set up further comparative and fair tests</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>During Summer 2 year groups will be continuing any of their units that are unfinished.</p> <p>If all are complete then they will focus on the working scientifically skills and complete work linked to those.</p>	<p>See previous units.</p>

## History

Ancient civilization	Topic: Food of the Gods	Term: Summer 2	Year: 6
<p><b>Foundations of previous learning:</b>                      The concept of a 'civilisation' from the Egyptians and the Greeks                      A broad overview of British History to contrast with the history of the Mayans                      Children have by this point covered the rest of the history curriculum so can now consider where Mayans fit within the time scale of other periods studied                      Children have previously questioned and compared sources in preparation to now suggest reasons why the past has been presented in a certain way                      A building block form LKS2 where children looked at the trade of chocolate.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Names date of any significant event studied from past and place it correctly on a timeline.  Describes similarities and differences between some people, events and objects studied.  Understands that the past has been represented in different ways.	I know the Mayans lived in Mesoamerica. I know the civilisation dates back to approximately 2000 BC. I know the history of the Mayans can be split into the pre-classic period, the classic period and the post-classic period. I can discuss what life was like in Mayan civilisation including their religious beliefs, the importance of agriculture and the discovery of chocolate.	Mayan Mesoamerica Ancient civilisation Pre-classic period Classic period Post-classic period City-state Tikal Agriculture Farming Labourer Maize/Corn Cocoa Pok-a-Tok Pyramid Hierarchy Sacrifice
	Assessment of Skills	Assessment of Knowledge	
	I can name and date any significant events studied from past and place it correctly on a timeline.  I can suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.	Can you name where the Mayans lived? When did the Mayan civilisation begin? How is the chronology of the Mayan period organised? What was Mayan life like?	

## Geography

Physical/human characteristics	Topic: Food of the gods	Term: Summer 2	Year: 6
<p><b>Foundations of previous learning:</b></p> <p>In Lower KS2 the children have developed their map skills and can identify geographical features using symbols from a key as well as draw a sketch map and use agreed symbols for their key. They can use 8-points compass directions and apply this to finding the location of a country or geographical process. Children can locate and name features on an Ordnance survey map. They can compare features found in different countries and offer explanations for the locations of these features. The children have plotted routes from one country to another and within a country and they have identified landmarks or countries passed along the way. The children’s knowledge of the world has increased and they can locate and explain the significance of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. The children have also been able to identify how people can impact the environment and explain ways in which people try to sustain the environment.</p> <p>Year 5 –Children now can produce scaled maps and make reference to lines of latitude and meridian of longitude when describing where places are. Children have developed their map skills and can use 4 and 6 figure grid references on an Ordnance survey map or world map. Children have learned how weather and climate use effects land use and food production. They can describe how human activity has impacted or changed the physical characteristics of a place in the world.</p> <p>The children are now able to produce accurate scaled maps through their work in Food Glorious Food focussing on the railway in Darlington. They have plotted routes using web and satellite mapping tools. They can suggest the fastest route from one place to another whilst considering the benefits and drawbacks of different modes of transport, including environmental considerations. Children have further developed their knowledge of the world and can describe how climate, ecology and people are affected by the cold. They can describe the freezing and thawing effect. Their understanding of the human and physical features has deepened with the children able to explain how climate zones, biomes and vegetation belts affect both.</p>			
<b>Unit Learning</b>			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>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</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p>	<p>Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America</p> <p>Compare and contrast areas of the UK and wider world by analysing the geographical features on a range of maps including digital/computer mapping.</p>	<p>I can locate Europe, North and South America on a map.</p> <p>I can locate countries and major cities in Europe, North and South America.</p> <p>I can describe the environmental regions of places in Europe, North and South America.</p> <p>I can identify and describe both human and physical characteristics of places in Europe, North and South America.</p> <p>I can compare and contrast</p>	<p>Europe North America South America Continent Physical Human Features Environmental Regions Compare Contrast Differences Climate Manmade Biomes Eco-system Diverse</p>
	<b>Assessment of Skills</b>	<b>Assessment of Knowledge</b>	
	<p>Describe how physical and human process can lead to similarities/differences in the environments of places and in the lives of people who live there.</p> <p>Describe the environmental regions, key human and physical characteristics, countries and major cities of Europe, North and South America</p>	<p>What are the human characteristics of ____?</p> <p>What are the physical characteristics of ____?</p>	

Design Technology

<b>Programming</b>		<b>Topic: Food of the Gods</b>	<b>Term: Summer 2</b>	<b>Year: 6</b>
<p><b>Foundations of previous learning:</b> Generate ideas through brainstorming and identify a purpose for their product. Apply the rules for basic food hygiene and other safe practices e.g. hazards relating to ovens. How do you use a knife safely? How do you read the scale on the scales? Can you weigh out ___g of ___? How do you ensure you are preparing food hygienically?</p>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To apply their understanding of computing to program, monitor and control their products.</p>	<p><b><u>Plan and communicate ideas</u></b>                      Develop a design specification.                      Sketch or model alternative ideas.                      Explore develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways e.g. prototypes and pattern pieces.</p> <p><b><u>Make (technical knowledge)</u></b>                      Assemble components to make working models.                      Achieve a quality product.                      Make modifications as they go along</p> <p><b><u>Evaluate</u></b>                      Evaluate against their original criteria and suggest ways that their product could be improved.</p>	<p>To know how to create a design specification.</p> <p>To know how to program a robot to achieve design specification.</p> <p>I know how to monitor the robot's progress.</p> <p>I know how to control variables to achieve the desired outcome of the robot.</p>	Robotics Design Design specification Annotations Model Prototype Programming Variable Autonomy Control Control System Debugging Hardware Software Implement Manipulator Micro Controller Orientation Sensors	
	Assessment of Skills	Assessment of Knowledge		
	<p>Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways</p> <p>Make modifications as they go along</p> <p>Evaluate against their original criteria and suggest ways that their product could be improved</p>	<p>Can you explain how your design specification links to your product?</p> <p>Can you explain how you have programmed your robot to achieve the specification?</p> <p>How did you monitor your robot's progress?</p> <p>Explain how you have controlled variables in order to achieve different outcomes for your robot.</p>		

## Physical Education

Athletics		Term: Summer 2	Year: 6
<b>Foundations of previous learning:</b>			
<p>Year 1:</p> <p>Travel with control and co-ordination, copying and repeating sequences which include rolling, travelling, balancing, climbing, stretching and curling.</p> <p>Take part in activities and work with others to complete a task.</p> <p>Demonstrate the five basic jumps on their own, e.g a series of hops, and in combination, e.g hop, one two, two two, showing control at take-off and landing.</p> <p>Run continuously for about one minute and, when required, show the difference between running at speed and jogging.</p> <p>Throw with increasing accuracy and co-ordination into targets set at different distances.</p> <p>Use different techniques, speed and effort to meet challenges set for running, jumping and throwing.</p> <p>Describe what happens to their heart, breathing and temperature during different types of athletic activity.</p> <p>Identify and describe different running, jumping and throwing actions.</p> <p>Explain what is successful and what they have to do to perform better.</p> <p>To identify and show their understanding.</p> <p>To perform as an individual and as part of a team.</p> <p><i>Assessment: Control speed of running, strength of throws and jumping technique in athletics.</i></p>		<p>Year 2:</p> <p>Take part in running games (relays etc) and run as fast as I can in the process.</p> <p>Throw and kick a ball in different ways, and decide where to stand to make the game difficult for the other team.</p> <p>Take part in activities and work with others to complete a task.</p> <p>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control</p> <p>Show good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run.</p> <p>Choose and use tactics to suit different situations</p> <p>React to situations in a way that helps their partners and makes it difficult for their opponents.</p> <p>Know how to score and keep the rules of the game</p> <p>Understand and describe changes to their heart rate when playing different games</p> <p>Begin to anticipate what they will feel like after playing games</p> <p>Watch and describe performances accurately</p> <p>Recognise what is successful</p> <p>Copy actions and ideas, and use the information they collect to improve their skills</p> <p>To identify and show their understanding</p> <p>To perform as part of a team</p> <p><i>Assessment: Use different techniques, speed and effort to meet challenges set for running, jumping and throwing in athletics.</i></p>	
<p>Year 3/4 Cycle 1</p> <p>Run consistently and smoothly at different speeds</p> <p>Demonstrate different combinations of jumps, showing control, co-ordination and consistency</p> <p>Throw a range of implements into a target area with consistency and accuracy</p> <p>Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment</p> <p>Pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action</p> <p>Identify when their body is cool, warm and hot</p> <p>Recognise and record that their body works differently in different types of challenges and events</p> <p>Carry out stretching and warm up activities safely</p> <p>Watch and describe specific aspects of running, jumping and throwing styles</p> <p>Suggest, with guidance, a target for improving distance or height</p> <p><i>Assessment: Show control, co-ordination, consistency and accuracy in athletics challenges.</i></p>	<p>Year 3/ Cycle 2</p> <p>To run consistently and smoothly at different speeds</p> <p>To demonstrate different combinations of jumps, showing control, co-ordination and consistency</p> <p>To throw a range of implements into a target area with consistency and accuracy</p> <p>To pace their effort well in different types of event so that they can keep going steadily and maintain the quality</p> <p>Recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment</p> <p>Describe specific aspects of running, jumping and throwing styles</p> <p>Suggest, with guidance, a target for improving distance or height</p> <p><i>Assessment: Choose the best style of running, jumping or throwing and select the right equipment for athletics challenges.</i></p>	<p>Year 5:</p> <p>Sustain their pace over longer distances, e.g sprint for seven seconds, run for one or two minutes.</p> <p>Throw with greater control, accuracy and efficiency.</p> <p>Perform a range of jumps showing power, control and consistency at both take-off and landing.</p> <p>Organise themselves in small groups safely, and take turns and different roles.</p> <p>Know and understand the basic principles of relay takeovers.</p> <p>Take part well in a relay event.</p> <p>Perform a range of warm up activities.</p> <p>Explain how warming up can affect their performance.</p> <p>Say why some activities can improve strength, power or stamina, and explain how these can help their performance</p> <p>Watch a partner's athletic performance and identify their main performances.</p> <p>Identify parts of the performance that need to be practiced and refined, and suggesting other types of activities.</p> <p><i>Assessment: Run, throw and jump with increased power, accuracy, pace, control and efficiency in athletics challenges.</i></p>	
<b>Unit Learning</b>			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Perform dances using a range of movement patterns</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Demonstrate an improvement in reaction speed through repetition.</p> <p>Execute the underarm throw with accuracy and success in isolation and sometimes in a game situation.</p> <p>Understand what an effective springing technique involves and work hard to improve theirs.</p> <p>Work well with team members to pass and receive the baton using the learned technique demonstrate some endurance and stamina to be able to run for longer distances.</p> <p>Run at an appropriate pace to suit the activity, including speeding up at the end.</p> <p>Mostly use their preferred leg to lead with over the obstacles and maintain a consistent stride pattern.</p> <p>Demonstrate increasing coordination, speed and rhythm when hurdling.</p> <p>Demonstrate an effective technique for the three different jumps and gain good height and distance with them.</p> <p>Lead jumping activities effectively.</p> <p>Demonstrate an effective technique for the overhead heave throw technique and gain good distance with it.</p> <p>Effectively use different throwing techniques for distance and accuracy.</p>		<p>Pace</p> <p>Run</p> <p>Jump</p> <p>Javelin</p> <p>Shot put</p> <p>Long jump</p> <p>Triple jump</p> <p>Sprint</p> <p>Strength</p> <p>Power</p>
	<b>Assessment</b>		
	Identify main strengths of a partners performance in athletics and suggest ways in which they can improve		

## Music

Topic: Year 6 Leavers' Performance		Year: 6	Summer
<p><b>Foundations of previous learning:</b> Children have performed either solo or in ensemble context. Children understand a range of musical vocabulary and how to perform in various styles following the instruction of their conductor. Children have created, composed and recorded their own songs. Children have learnt a variety of styles and can perform a range of repertoire from these styles. Children have composed and improved and have gained much confidence in the interrelated dimensions of music.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p><b>Performing (singing/playing):</b> To find and internalise the pulse and rhythm by themselves and with confidence.</p> <p>To perform in an ensemble or even begin to take solo part.</p> <p>Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p> <p>To compose and improvise around a set theme.</p>	<p>I can understand how to follow musical direction.</p> <p>I can direct others within an ensemble using musical vocabulary.</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Choir Solo Duet Ensemble Harmony Dynamics Piano Forte Lyrics Chorus Verse Repertoire Style</p>
	<p style="text-align: center;"><b>Assessment of Skills</b></p> <p>I can perform with confidence in an ensemble or even take a solo part. I can identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.</p>	<p style="text-align: center;"><b>Assessment of Knowledge</b></p> <p>Can you explain how you have directed the ensemble to achieve a high quality performance?</p>	

Religious Education

Topic: Islam: Beliefs and Meaning		Year: 6	Term: Summer 2		
<b>Foundations of previous learning:</b> To know how Muslims show their commitment to their faith – prayer. To understand that prayer forms a part of Muslims daily life. To understand why Muslims visit the Mosque and how this develops a sense of belonging. To know that Muslims perform pilgrimage (Hajj). To know who Muslims pray to. To understand Akhirah and how this can influence some choices Muslims make.					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
<b>Does Belief in Akhirah (life after death) help Muslims lead better lives?</b> <ul style="list-style-type: none"> <li>To know that the concept of Jihad can be interpreted differently leading to different actions and consequences.</li> </ul>	<b>Thinking about religion and belief</b> Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures. <b>Enquiring, investigating and interpreting</b> Identify the influences on, and distinguish between, different viewpoints within religions and beliefs Interpret religions and beliefs from different perspectives Interpret the significance and impact of different forms of religious and spiritual expression <b>Beliefs and teachings (what people believe)</b> Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. <b>Practices and lifestyle (what people do)</b> Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities. <b>Expression and language (how people express themselves)</b> Compare the different ways in which people of faith communities express their faith. <b>Identity and experience (making sense of who we are)</b> Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. <b>Meaning and purpose (making sense of life)</b> Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths. <b>Values and commitments (making sense of right and wrong)</b> Make informed responses to people's values and commitments (including religious ones) in the light of their learning they will use different techniques to reflect deeply	To understand that some people who say they are Muslims can interpret key parts of the Qu'ran in different ways. To know that interpretations of the Qu'ran can influence their views of a 'good life'. To understand that some Muslims interpret the Prophet's words to influence them to fight. To understand that some Muslims believe that their interpretation of these words make their actions 'good'. To know the 5 rules/conditions of Just War. To understand that there are in fact clear rules of when fighting may be considered as a Jihad. To know that Muslims believe that obeying teachings within the Qu'ran will lead to Akhirah.	Akhirah Muhammad Qu'ran Five Pillars Jihad Ummah War Allah Teachings Choice Surah Righteous		
				Assessment of Skills	Assessment of Knowledge
				I can give examples of times when I misinterpreted something. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.	I can explain two different Muslim interpretations of Jihad.



## Computing

Answer My Questions	Topic: Handling Data	Year: 6	Term: Summer 2	
<p><b>Foundations of previous learning:</b>            Children from Year 5 are be able to...</p> <ul style="list-style-type: none"> <li>• use a spreadsheet and database to collect and record data.</li> <li>• choose an appropriate tool to help me collect data..</li> <li>• present data in an appropriate way.</li> <li>• search a database using different operators to refine my search.</li> <li>• talk about mistakes in data and suggest how it could be checked.</li> </ul>				
<b>Unit Learning</b>				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<p><b>Information Technology:</b>            To combine a variety of software to accomplish given goals and select, use, combine Software.            Evaluate and improve presentations in the light of discussions.            Create data collection forms, making a graph to sort and filter Information.</p>	To plan the process needed to investigate the world around me. To select the most effective tool to collect data for my investigation. To use the skills you have developed to interrogate a database. To interpret the data you collect. To present the data you collect in an appropriate way.	Analyse Anomaly Average Chart Collect Complex questions Data Database Data logger Decision tree Formulae Field Graph Hypothesis Information	Interrogate Interpret Investigate Knowledge Model Plausible Predict Process Questions Record Results Tally Sort Venn diagram
	<b>Assessment of Skills/Assessment of Knowledge</b>			
	Can you identify what is data and what is information? Can you ask interesting questions based on information available in a database? <b>Can you find interesting facts when you interrogate a database?</b>			

[PSHE](#)

Changing me		Jigsaw	Year: 6	Term: Summer 2
<p><b>Foundations of previous learning:</b>            Y1 - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina; I respect my body and understand which parts are private            Y2 - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private, I can tell you what I like/don't like about being a boy/girl            Y3 – I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up, I recognise how I feel about these changes happening to me and know how to cope with these feelings            Y4 - I can identify what I am looking forward to when I am in Year 5, I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this            Y5 - I can describe how boys' and girls' bodies change during puberty, I can express how I feel about the changes that will happen to me during puberty</p>				
Unit Learning				
Themes (Puzzle pieces)	Outcomes	Vocabulary		
Self and body image Puberty Girl talk / boy talk Babies – conception to birth Attraction Transition to secondary school	I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty I can ask the questions I need answered about changes during puberty I can reflect on how I feel about asking the questions and about the answers I receive I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I recognise how I feel when I reflect on the development and birth of a baby I understand how being physically attracted to someone changes the nature of the relationship I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this I can identify what I am looking forward to and what worries me about the transition to secondary school I know how to prepare myself emotionally for starting secondary school <hr/> <p style="text-align: center;"><b>Assessment</b></p> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and  I recognise how I feel when I reflect on the development and birth of a baby	Self image Body image Develop Self esteem Girls Boys Bodies Puberty Physical Emotional Changes Baby Develops Conception Nine months Pregnancy Birth Development Relationship Transition Secondary school		