

Year 6

Summer Term 2



History

Intent: How has warfare changed since the 19th century?

Implementation:

To discuss warfare advancements in the 19th century, focusing on steam power and railways.

To explore trench warfare and the introduction of tanks and chemical weapons

To study WWII tactics including Blitzkrieg, radar, and atomic warfare

-to investigate a focus on the arms race, nuclear deterrence, and proxy wars.

To explore recent military technologies such as drones, cyber warfare, and precision-guided munitions.

To discuss the present-day ethical debates around autonomous weapons and artificial intelligence in warfare

Impact: Children will have an understanding of how and why warfare has changed. They will be able to discuss and share their own opinions.

Science

Intent: To identify and name the main parts of the human circulatory system. To recognise the impact of diet, exercise and drugs on the body

Implementation:

To research William Harvey (R)

To identify and describe the main parts of the circulatory system. (R, ICG)

To explore the structure and function of the heart. (R, ICG)

To learn about the main components of blood and their functions. (R, ICG)

To understand how the circulatory system transports nutrients, oxygen and water. (R)

To investigate the impact of diet and exercise on the body and circulatory system. (R)

To investigate the impact of drugs and lifestyle choices on the body and circulatory system. (R)

Impact: Children can identify and understand the main parts of the circulatory system and the function of the heart, blood vessels and blood. Children know how to keep the body healthy and how lifestyle choices such as drugs can be harmful to the body

Computing

Intent: To create a programme using a Microbit using inputs, outputs, variables and conditionals

Implementation:

To create a program to run on a controllable device (Microbit)

To explain that selection can control the flow of a program

To update a variable with a user input

To use a conditional statement to compare a variable to a value (navigational device)

To design a project (step counter) that uses inputs and outputs on a controllable device

To develop a program (step counter) to use inputs and outputs on a controllable device

Impact: Children are able to write programmes such as a step counter, using variables, conditionals, outputs and inputs. They can identify and fix bugs in their algorithms

RE

Intent: Why do some people believe in God and some do not? How does faith help people when life gets hard? (Unit 42)

Implementation:

To explore what patterns we can see in our local area, our country and our world.

To explain what we mean by agnostic, atheist or theist.

To discuss 'how psychology can help us understand what people mean when they think about the idea of God?'

To know what theology can teach us about the idea of God.

To analyse why some people, believe that God does not exist

To know why some people, believe in God and some people do not. Where do I stand?

Impact: Children will be able to explain why some people believe in God and others do not as well as considering their own beliefs

Year 6
Summer Term 2



PE

Intent: to develop their understanding of personal as well as applying skills agility and coordination skills. To develop an understanding of how to improve our sprinting, jumping and throwing.

Implementation: Healthy and fitness

Warm up: Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage: Team Juggling and inside out.

Funs Skills: Our sequence of 6 depends on the control, confidence and competency of the individuals' ability to perform the skill.

Funs 11 Agility: Ball chasing

Funs 8 Coordination: Sending and Receiving

Cog: For 6 weeks we are working on our health and fitness cog.

Implementation: Swimming

swim competently, confidently and proficiently over a distance of at least 25 metres

use a range of strokes effectively

perform safe self-rescue in different water-based situations

Impact: Also, identify possible dangers when planning an activity. Children will feel confident around water especially as we live near the sea. Swim 25m confidently

PSHE

Intent: To understand the risk and effects of drugs and alcohol. To know how to cope with anxiety and transitions.

Implementation:

To know about the risks and effects of legal (e.g. cigarettes, vaping, alcohol and medicines) and their impact on health

To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.

To know about the risks and effects of legal drugs such as caffeine, which is common to everyday life and its impact on health and well-being;

To understand what it feels like to be anxious

To know what we should do when start to feel anxious.

To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

To know where and how to seek support

Impact: Children understand the risks and impact on their health and body from drugs and alcohol. Children have strategies to help them deal with anxiety and transitions

French

Intent: To explain, in French, which activities they can do and when they do them

Implementation:

To tell the time around the clock in French.

To recognise and recall 10 activities in French that I may do at the weekend.

To consolidate my learning and focus on the spellings in French for the 10 activities

To integrate 'at...' plus a time into my spoken and written work about weekend activities

To use all my new knowledge from the unit to present to the class in spoken and/or written form

Assessment showing listening, reading, speaking and writing skills.

Impact: Children know vocabulary for activities and time to explain what they do at the weekend in the spoken and written form.

DT

Intent: To develop skills using a hand-drill as well as measuring and cutting with a hacksaw

Implementation:

To investigate rotary, oscillating and reciprocating movements within different cam products and make observational drawings.

To develop the skills of using hand drill **skills** safely in a cam.

To develop accurate measuring and cutting **skills** using junior hacksaws.

To design a moving toy for a younger child using exploded diagrams with step by step plans and equipment lists.

To successfully make a high quality moving toys using hand drills and hack saws.

To evaluate the quality of design, manufacture and fit for purpose of their cam toy.

Impact: Children can design and make a cam toy using skills with a handsaw and a hand-drill.