Year 6 - Summer

History (World War Two)	Project Choice	Computing (Sway)	Art /DT (Food)	Science (Light)	RE (Different religions)
• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: -a significant turning point in British history, for example, the first railways or the Battle of Britain	•As an end of school project, pupils in Year 6 will look back at the different topics they have covered throughout their time in school. They will select ones they would like to look back at in more detail and complete a self chosen project. This means that any of the previous history/ geography curriculum content and skills may be covered within this half term.	•use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. •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	•to create sketch books to record their observations and use them to review and revisit ideas •to improve their mastery of art and design techniques, including drawing with a range of materials •About the work of great artists, describing the differences and similarities and making links to their own work •use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups •evaluate their ideas and products against their own design criteria and consider the views of others to improve their work •prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques •understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	•Recognise that light appears to travel in straight lines •Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye •Explain that we see things because light travels from light sources to our eyes or from light sources, to objects and then to our eyes •Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	•What do religions have in common? Compare and contrast religions that have been studied throughout school.
Pupils should be taught:	**Pupils should be taught:**	**Pupils should be taught:**	**Pupils should be taught:**	**Pupils should be taught:**	**Pupils should be taught:**
◊What the main causes of WW2 were - long and short term causes ◊What happened in the Battle of Britain ◊Who Winston Churchill was and what impact he had on Britain and the world ◊What the holocaust was and why we remember it ◊What life was like for a child living in London during WW2 - link back to London topic	◊To choose sources of geographical and historical evidence that are the most reliable to use (internet, non-fiction texts, videos, letters, interviews, etc.) ◊To gather accurate information from maps ◊To take effective notes ◊To select and use a method of presentation effectively for a target audience ◊To use ICT to present findings effectively ◊To use public speaking skills to present	◊To design and edit an effective theme for a Sway presentation ◊To add transitions into a Sway presentation ◊To embed audio and video into a Sway presentation ◊To embed hyperlinks into a Sway presentation ◊To evaluate edit and improve my work as I go ◊To choose and edit fonts to fit the theme of a Sway and make it appeal to its target audience	◊To identify the main artistic features of manga art ◊To use blocking to design a manga page ◊To block subjects into shapes to help draw them ◊To exaggerate the features of the subject ◊To use sketching skills to plan and design a 3D seat ◊To select and use appropriate modelling tools for building a seat ◊To edit and improve my artwork as I go ◊To evaluate my artwork and suggest/consider improvements I could make ◊To follow a WW2 recipe accurately ◊To work safely and carefully in food tech ◊To use good hygiene when cooking ◊To know the flavours some basic herbs and spices can add to food	◊To use diagrams to represent how light has travelled ◊To identify examples of light sources and reflectors of light ◊To design a mechanism that will enable light to travel around corners ◊To use diagrams to represent how light has travelled when its direction has been changed (link to light maze investigation or similar) ◊To explain and use diagrams to show how we see objects and sources of light ◊To investigate how shadows change depending on the subjects distance from a light source and shadow surface ◊To choose an appropriate way to present findings in an investigation (distance from source vs shadow shape)	◊To identify and explain the similarities and differences between different religions' beliefs about: -God/ gods (compare Hindu and Buddhist views) -The afterlife (compare Buddhist, Christian views) -Charity (compare Islamic and Christian views) -Suffering and evil (compare Christian and Buddhist views) ◊To summarise the key similarities and differences between the religions that have been studied within school
<u>Language</u> Conflict, holocaust, Winston Churchill, leader, factors, change, social unrest, The Blitz, Dunkirk Spirit, propaganda, impact, social consequences	<u>Language</u> Research, source, reliable, coordinates, presentation, audience, confidence, resilience	<u>Language</u> Presentation, embed, transition, audio, video, frames, research, information, clarity, purpose, target audience, perform, style, stylistic, fonts	<u>Language</u> Manga, artistic style, comic books, evaluation, realism, cubism, Japanese art, style, experimentation, design, health and safety, temperature, recipe, herbs and spices, rationing, dig for victory, flavour, balance	<u>Language</u> Light, light source, primary source, reflector, reflection, straight lines, diagrams, shadows, cornering, mirror, mirroring, bending light	<u>Language</u> God, deity, monotheistic, charity, kindness, fortunate, religious leaders, death, heaven, hell, reincarnation, afterlife, similarity, difference, suffering, good and evil, holy books, bible, Quran, mantras