


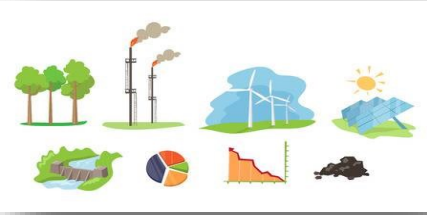


Year 6 2023-2024

Autumn		Spring		Summer	
South America		African History (Kingdom of Benin & Zulu Kingdom)		Atlantic Slave Trade	Naturally Resourceful! (South London and beyond)
					
<p>Year 6 will go on a voyage of discovery to South America where chocolate was first invented as they learn about the countries, culture and geography of this fascinating continent. They will learn about the climate, the geographical features, the industries and the people of South America through a range of fun activities, giving them an insight into how life in South America is different to life here in the UK.</p> <p>Year 6 will then begin by using their map skills to locate Brazil, and then go on to explore the physical geography of the country. Year 6 will find out how urbanisation is affecting Brazil, and explore why Rio de Janeiro is often called a 'city of two halves'. They will explore the tourist attractions the city has to offer, and finally immerse themselves in the culture of Brazil.</p>		<p>As historians, Year 6 will go to West Africa and explore the fascinating Kingdom of Benin civilisation together. They will find out where the Kingdom of Benin was located, what life was like, and how society was organised. You will also investigate the artefacts and evidence that remain of this civilisation.</p> <p>Next they will visit south Africa Children will first look at artefacts from both the Victorian and Zulu Kingdom and realise that they were in fact at the same point in history. Following this, children will learn about Zulu culture and will be encouraged to challenge any assumptions they may have had. Children will look at sources and explore their validity and address the idea of bias and misconceptions and how these played a role in the Anglo-Zulu war. They will consider its impact and how these problems may be present in today's society.</p>		<p>Year 6 will look closely at the abolition and the lasting effects that the Atlantic slave trade had on the people and countries involved, including how slavery has changed and still exists today as modern slavery</p>	<p>Year 6 will learn how we use the land in south London and in Britain. What natural resources do we use to produce energy? What renewable natural resources do we use? How are products such as concrete, glass, wood and steel produced and traded? They will look at the 10 Power stations in South London.</p>

Year Six Autumn Term

South America

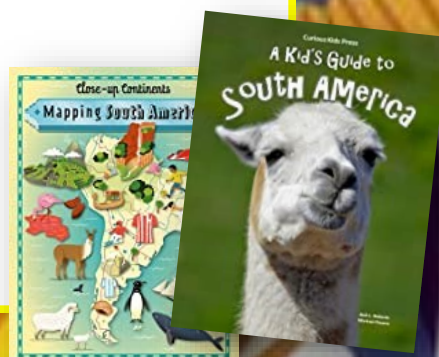


Learning-
Wisdom &
Endurance

Geography

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English

(† - Wisdom, Service and Creation) (BV—Individual Liberty) (Article 29) (Sustainable Development Goal 15)

Year 6 will also work towards writing their own story based on the book **Charlie & the Chocolate Factory** using the writing technique repetitive designation and basing their story in a South American jungle.

Journey to the River Sea- Year 6 will think about how the author sometimes shifts the narrative back in time, to explain events and a write a story using the same technique



The Arts (Articles 29 and 31)

Explore creating different styles of graphic writing which leads on to designing the name and packaging for their product (bar of chocolate). They will use the style of Fauvre to inspire them.



PE (Articles 24, 29 and 31)

Brazilian Dancing- Focus on using different visual images to compose, perform and evaluate gestures, to develop an awareness of the historical and cultural origins of Brazilian dances.

Spanish (Article 30)

- I alfabeto (alphabet)
- ¡Hola! ¿Cómo te llamas? (hello, what is your name?)
- Números (numbers)
- ¿Dónde vives? *where do you live?)
- Mi colegio (my high school)
- Mis cosas (my things)
- Los colores (colours)

*Listening, speaking and writing

Stand alone units


**Learning-
Wisdom &
Endurance**

RE

'How did the belief in God affect the actions of people in the Old Testament?'

(† - **Wisdom and Trust**) (BV—**The Rule of Law and Individual Liberty**) (Articles 12, 13 and 40)

As Philosophers we will be:

- Learning what the names of the chapters in the Old Testament are.
- Learning to navigate the Bible.
- Debating and finding the 'best answer' to a moral dilemma using lessons learnt from the Bible.
- Explaining how did Jonah response to God's command and what we can learn from this about our own faith.
- Learning what we can from David's faith in God when trying to overcome the doubt of others.
- Explaining how can we apply the idea of self-sacrifice to our own actions.

What can we learn from Wisdom?

How would Christians advertise Christmas? What does Christmas mean today?

(† - **Hope and Reverence**) (BV—**Tolerance and Mutual Respect**) (Articles 13, 14, 29 and 30)

As Philosophers we will be:

- Considering how the meaning of Christmas is expressed in a variety of advertisements
- Asking questions about the values that different Christmas advertisements promote and suggest what they might encourage in different people.
- Asking questions about the real meaning of Christmas and suggest what this says to people about the purpose of life.
- Analysing and expressing Christian beliefs about Christmas in a range of styles of Church advertisements and expressing the Christian festival of Christmas to share the meaning, central beliefs and concept of it.

Maths (Article 29)

As **Mathematicians** we will be:

- Calculating using knowledge of structures (+ - X ÷)
- Working with multiples of 1,000
- Calculating numbers up to 10,000
- Drawing, composing and decomposing shapes

Throughout our learning we will deepen our knowledge by reasoning and

Problem Solving and Reasoning



PE (Articles 24, 29 and 31)

- **Tag rugby**— Tactics: Develop skills and work collaboratively
- **Cricket**- Bowling, batting, wicket keeping, accuracy
- **Basketball**— focus on skilful attacking and team play. Children learn to play as a team when attacking and explore ways to defend.- Tactics, technique and teamwork.



English

The Battle Cry. To create and deliver a speech that will persuade your audience to follow you into battle- motivate and inspire your team to play to their potential and believe they can still win the battle when all seems lost.

Three Little Pigs Advert- *investigative report & debate* . The children play the part of the jury in the case, using facts, reasoning and explanation to decide upon a verdict of innocent or guilty. Children write a formal police report of the case in their own words using their own conclusion.

PSHE

(† - **Koinonia, Thankfulness, Justice and Compassion**) (BV - **Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs**) (Articles 2, 12, 13, 14, 17, and 30)

Being Me in My World

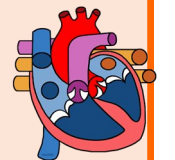
- Identifying goals for the year Global citizenship Children's universal rights,
- Feeling welcome and valued Choices,
- consequences and rewards,
- Group dynamics,
- Democracy,
- having a voice,
- Anti-social behaviour,
- Role-modelling



Science

(† - **Creation and Wisdom**) (BV—**Individual Liberty and Mutual Respect**) (Articles 17, 24 and 29) (Sustainable Development Goal 3)

As scientists we will be exploring the Staying Alive by considering life processes that are internal to the body, such as the circulatory system, parts of the digestive system and how they transport fluids around the body. The impact of lifestyle on bodies, particularly of humans, is also considered. Scientists are continually finding out what is good and bad for us, and their ideas do change as more research is carried out.



(† - **Creation**) (BV—**Mutual Respect**) (Articles 13, 17 and 29) (Sustainable Development Goal 7)

As scientists we will be exploring the Let is Shine. We will be learning everything we need to know about light and how it behaves. We will explore shadows and how they behave, how our eyes see, reflections and much more! We will carry out lots of practical experiments and link this to our DT learning when we create our very own light and shadow boxes!



Music (Articles 29 and 31)

As **musicians** we will be:

- The value of the music.
- Remember music vocabulary and main concepts: stave, treble clef, crotchet, rest crotchet, quaver and rest quaver.
- Parts of the musical note.
- Dynamics: *p*, *mp*, *f*
- Percussion instruments to accompany a song.
- Voice and body as a main instrument.
- Learn and memorize simple dance.
- Possibilities of the sound with different objects.
- The instruments' family.
- Traditional percussion instruments to accompany a traditional song: Carol.

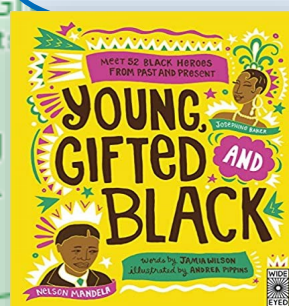


Year Six- Celebrating Our Community Fortnight

Learning-
Wisdom &
Endurance

Comprehension lessons based on the books Young, Gifted & Black by Jamia Wilson and

Reading for pleasure texts: Strong powerful women: Angela Merkel, Greta Thunberg, Jacinda Ardern, Michelle Obama, Serena Williams



PSHE
(+ - Justice, Koinonia, Friendship, Thankfulness, Service, Peace, Love, Compassion, Trust, Humility) (Articles 2, 13 19, 12, 30) (BV - Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs)

Celebrating Differences

- Perceptions of normality Understanding disability Power struggles,
- Understanding bullying Inclusion/exclusion,
- Differences as conflict,
- difference as celebration Empathy

No Outsiders: The Island This book highlights the prejudice that exists in society around those who we perceive as 'other' i.e. refugees and immigrants.



DT (BV - Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of Those of Different Faiths and Beliefs) (Articles 2, 19, 12, 13, 14, 30)

As **design technicians** we will be researching and making a traditional dish- Year 6's theme is Japan:

- Sushi
- Udon
- Miso Soup

Our week will begin with **Odd Socks Day** on **Monday 30th October**. This is a fun way to open conversations around diversity and differences and how we can learn from each other in exciting ways.



Let's Celebrate!

To round off our fun-filled week, on **Friday 10th November**, we will be holding a special event in celebration of our wonderful, diverse community. All families are invited to bring in a dish that represents their culture to share with others. The celebration will take place in the halls of both sites and will be an exciting opportunity for you to see a selection of the work the children have completed over the week. Our PTFA will be running a 'Koinonia Kafe' to keep you all hydrated as you enjoy the festivities!

English lessons will be based around key books helping the children to learn, grow, discuss, and begin to create a future that resolves differences, which works perfectly alongside the PSHE lessons they will also do that fortnight too. This exploration of difference helps children learn to respond in a kind and equal way to everyone, regardless of shape, size, age, physical and mental ability, gender, ethnicity, beliefs, language, culture, background, and so on.

The focus this year is based on these books:

- **'Diver's Daughter'**- Celebrates the experiences of BAME figures in British history, Diver's Daughter gives a unique perspective into life in Tudor times. Eve and her mother start the story in South London. Eve's mother was stolen from Mozambique as a child and the story offers insight into the lives of black families in England during this time
- **'Who Believes What?'** In today's multicultural cities and interconnected world, understanding different belief systems can help kids appreciate the differences of people they see every day, or people who live on the other side of the globe. This book introduces readers to the five major world religions by population: Buddhism, Christianity, Hinduism, Islam, and Judaism.

