

YEAR 6 - ST. CHRISTOPHER AND ST CATHERINE

AUTUMN TERM 2025

History

Exploration

Threshold Concepts Covered

- Main Events
- Travel and Exploration
- Vocabulary
- Society

By the end of the unit, the children will be able;

- To identify famous British explorers and place them on a timeline.
- To explain some of the advantages of exploration.
- To understand how exploration influenced British attitudes to people from different countries and to recognise how these changed over time.
- To compare and contrast the experiences of 3 different explorers.
- To recognise and understand the difference between migration and exploration.
- To recognise and suggest reasons why Europeans called the area discovered by Christopher Columbus the New World.
- To organise information about Mount Everest and the people who have ascended it, and to recognise why it is an important mountain to climb.
- To suggest reasons why the kings and queens of Europe encouraged explorers to sail to new worlds.
- To organise information about Amelia Earhart and explore what makes her achievements especially significant.

ICT

Online safety

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify a range of ways to report concerns about content and contact.

Bletchley Park – Unit 1

- Solve problems by decomposing them into smaller parts
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Select, use and combine a variety of software [...] to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Art

Futurism

The children will explore some famous Italian Futurist artists and how their work has developed. They will focus on Giacomo Balla and Umberto Boccioni, and the techniques they used when creating their artwork. Additionally, they will create a clay sculpture involving distorted poses to give the effect of dynamism and movement.



Music

The children will use a variety of instruments when creating their own versions of songs and melodies.

Literacy

Portal stories

The children will focus on writing their own portal stories and will edit and redraft their work. They will be able to;

- use a variety of sentence structures e.g. simple, compound and complex
- use similes to describe
- use personification
- use varied sentence starters
- use purposeful dialogue.

Famous artists

The children will explore a range of famous artists. They will be able to;

- identify new words and synonyms
- retrieve simple facts and answer a range of questions
- retrieve, record, sequence and summarise information from non-fiction texts - biographies
- clearly explain their opinions.

Adventure stories

The children will have the opportunity to write their own adventure stories. They will be able to;

- write cohesive paragraphs
- identify, create and use expanded noun phrases
- use fronted adverbials
- use synonyms
- use and punctuate direct and indirect speech accurately.

Science

Energy - light and reflection

Children who are working at the expected standard will compare sources of light and explain how the eye is protected from light. They will also describe how light travels and how we see luminous and non-luminous objects. Additionally, the children will recall factors that affect the size of a shadow and describe how the distance between an object and the surface on which its shadow is cast influences the size of the shadow. They will use ray diagrams to explain why shadows change size and why the shadow matches the object that was cast. The children will use mirrors to make a working periscope and explain how a periscope works using ray diagrams. Furthermore, they will recall a range of uses of mirrors and reflection, describe how a mirror reflects light in different situations and explain how light is reflected using knowledge of light and reflection.

Energy – Circuits, batteries and switches

Children who are working at the expected standard will describe the function of key electrical components, predict if an electrical circuit will work or not, and explain why using their knowledge of complete loops, power sources and the presence of components. Additionally, they will describe the relationship between the number of bulbs in a circuit, the brightness of the bulbs, and the amount of resistance. Furthermore, they will build electrical circuits and use the relationship between voltage and bulbs to predict what will happen with buzzers and motors.

D & T

Come dine with me

The children will prepare and cook spaghetti bolognese using a range of cooking techniques. Also, they will understand and apply the principles of a healthy and varied diet.