Year 6 Units of Inquiry:

Health, Identity & Culture	Time & Place	Expression, Communication & Creativity	Science, Technology &The Natural World	Community and Responsibility	Environment & Sustainability
An inquiry into: · Identity · Health & Well being (physical, mental, social, spiritual) · Life cycles · Beliefs & Values · Relationships (Families, friends, communities, cultures) · Rights and responsibilities · Shared humanity	An inquiry into: · Orientation in time and place · Personal histories · Journeys (explorations, migrations, discoveries) · Relationships between generations · Relationships between cultures and civilizations (legacies)	An inquiry into: · Communication · Expression · Symbols (language, arts, maths) · Creativity · Interpretation · Information literacy	An inquiry into: · Our Connection to the natural world · The Power of Technology · The Principles of science · Impact on the environment · Sustainability	An inquiry into: · Groups · Family · Government · Groups in other cultures · Social responsibility · Community · Relationships · Work · Production & consumption	An inquiry into: · Sustainability · Access to (finite) resources (people & living things) · Need and wants · Rights and responsibilities · Peace and conflict resolution ·
Summer 1	**Spring 2**	**Summer 2**	**Spring 1**	**Autumn 1**	**Autumn 2**
External and internal factors cause changes in our lives · What external factors affect the transition from childhood to adolescence? · What physical changes occur during puberty? · How can we maintain successful relationships?	**Legacies of Past Civilizations influence present societies and cultures.** · What were past civilizations like? (Form) · What are the legacies of past civilizations? (connection) · How do legacies influence present society? (causation)	***Developing creativity improves Learning*** · What is creativity? - · How can we develop creativity? · How will developing creativity improve learning? - · How will we know that creativity has improved learning? -	**Changing material to suit our needs impacts our world.** · What are the properties of materials? · How can materials be changed to meet our needs? · How does our use of materials affect our world?	**Citizenship requires responsibility.** · What are our responsibilities as citizens? · How can we contribute to the community effectively? (connection) · How can we evaluate contributions? (responsibility)	**Finding peaceful solutions to conflict improves lives.** · What are common causes of conflict? · How are people affected by conflict? · How can we achieve peace?

Health, Identity & Culture - .Summer 1

Big Idea: External and internal factors cause changes in our lives

Science	**Animals, including humans** • describe the changes as humans develop to old age. • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function § describe the ways in which nutrients and water are transported within animals, including humans. **Evolution and inheritance** • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
RE	• Journey of life and death - Use and interpret information about religions from a range of sources and discover what they say about God and creation of the world • use and interpret information about religions from a range of sources and discover what they say about God and creation of the world
PSHE **SRE Focus**	**Health and Wellbeing** • how to maintain physical, mental and emotional health and wellbeing • how to manage risks to physical and emotional health and wellbeing - • ways of keeping physically and emotionally safe • about managing change, such as **puberty, transition** and loss • how to make informed choices about health and wellbeing and to recognise sources of help with this • influences on health and wellbeing. **Relationships** • how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts • how to recognise and manage emotions within a range of relationships • how to recognise risky or negative relationships including all forms of bullying and abuse • how to respond to risky or negative relationships and ask for help • how to respect equality and diversity in relationships -
Art	**Painting** • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. • Show an awareness of how paintings are created(composition
Music - not linked to inquiry	• improvise and compose music - (basic composition skills) • use and understand staff and other musical notations

DT **Cooking and nutrition:**	● understand and apply the principles of a healthy and varied diet ● 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. Make healthy meals http://www.eathappyproject.com/
Computing	**Information Technology** - Research use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content **Computer Science** Espresso Unit for Year 6
English **Text type focus**	● Fiction: plays about transition, Non fiction: Scientific writing

Time and Place - Spring 2

Big Idea: Legacies of Past Civilizations influence present societies and cultures.

Science	**Evolution and inheritance** ● recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
History	● the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China (One to be chosen as whole class case study, others to be chosen for small group research) ● changes in Britain from the Stone Age to the Iron Age
Geography	● 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
RE	● Journey of life and death - Use and interpret information about religions from a range of sources and discover what they say about God and creation of the world ● Use specialist vocabulary in communicating their knowledge and understanding
Art	**Textiles** Legacy of textiles from other cultures - how it influences current fashion ● Awareness of the potential of the uses of material. ● Use different techniques, colours and textures etc when designing and making pieces of work. ● To be expressive and analytical to adapt, extend and justify their work.
Music	How has music from past cultures influenced present day music? ● use and understand staff and other musical notations - development of music notation ● develop an understanding of the history of music - inquiry ● play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression
DT	**Design, make and evaluate products influenced by legacies from past civilisations** **Technical skills to be taught:** ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures ● understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

Computing	**Information Technology** Research ● use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ● 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 Choice of ways of presenting learning in inquiry
English **Text type focus**	● Non chronological reports ● Non fiction books (guide to artefacts / the era) DK type eyewitness guides or documentary

Expression, Communication & Creativity - Summer 2

Big Idea: *Developing creativity improves Learning*

Science	**LIGHT** ● recognise that they need light in order to see things and that dark is the absence of light ● notice that light is reflected from surfaces ● recognise that light from the sun can be dangerous and that there are ways to protect their eyes ● recognise that shadows are formed when the light from a light source is blocked by a solid object ● find patterns in the way that the size of shadows change. ● 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. **SOUND** ● identify how sounds are made, associating some of them with something vibrating ● recognise that vibrations from sounds travel through a medium to the ear ● find patterns between the pitch of a sound and features of the object that produced it ● find patterns between the volume of a sound and the strength of the vibrations that produced it ● recognise that sounds get fainter as the distance from the sound source increases.
PSHE	**Health and Wellbeing -** (connect to developing creativity as a way of maintaining emotional health and wellbeing) ● how to maintain physical, mental and emotional health and wellbeing - ● to identify different influences on health and wellbeing.
Art	**Painting -** Pointillism - Seurat ● Create shades and tints using black and white. ● Choose appropriate paint, paper and implements to adapt and extend their work. ● Carry out preliminary studies, test media and materials and mix appropriate colours. ● Work from a variety of sources, inc. those researched independently. ● Show an awareness of how paintings are created(composition
Music	How can developing creativity in music improve learning? ● use of music (rhythm, pitch, dynamics) to create something new. ● improvise and compose music connect to inquiry ● use and understand staff and other musical notations ● play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression

DT **Cooking and nutrition:**	● understand and apply the principles of a healthy and varied diet ● 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. Creativity with cooking http://www.eathappyproject.com/
Computing	**Information Technology** Research ● use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ● 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 Film making / Choice of ways of presenting learning in inquiry
English **Text type focus**	● Fiction (collaborative writing project for film) ● Play scripts ● Performance

Science, Technology &The Natural World - Spring 1
Big Idea: Changing material to suit our needs impacts our world.

Science	**States of matter** ● compare and group materials together, according to whether they are solids, liquids or gases ● observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) **Properties and changes of materials** ● compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets ● know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution ● use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating ● give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic ● demonstrate that dissolving, mixing and changes of state are reversible changes ● explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
PSHE	**Living in the Wider World** ● about the importance of respecting and protecting the environment
Art	**3D Form:** collaborative recycled art project or pot making ● Develop skills in using clay inc. slabs, coils, slips, etc. ● Make a mould and use plaster safely. ● Create sculpture and constructions with increasing independence
Music	How does changing the material used for instruments impact on the sound produced? ● play and perform with **ukuleles** in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression ● use and understand staff and other musical notations
DT	**Design, make and evaluate products made from recycled materials** **Technical skills to be taught:** ● apply their understanding of how to strengthen, stiffen and reinforce more complex structures ● understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Computing	**Information Technology** Research

	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content **Computer Science -** Espresso Unit for Year 6
English **Text type focus**	- Scientific reports - Balanced arguments - Explanations

Community and Responsibility - Autumn 1
Big Idea: Citizenship requires responsibility

History	• Ancient Greece – a study of Greek life and achievements and their influence on the western world (e.g. concept of citizenship and government / democracy)
PSHE	**Living in the Wider World** • about respect for the self and others and the importance of responsible behaviours and actions • about rights and responsibilities as members of families, other groups and ultimately as citizens • about different groups and communities • to respect equality and to be a productive member of a diverse community
Art	**Drawing - portraits** http://www.npg.org.uk/collections/search/artA-Z.php • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own work. • Develop ideas using different or mixed media, using a sketchbook. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape
Music	**How can music be used to take responsible action? (protest songs etc)** • Rhythm notation – world wide rhythms. • improvise and compose music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • develop an understanding of the history of music - inquiry
Computing	**Digital Literacy** - Digital citizenship • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Information Technology** Research • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 Personal Web site / blog
English **Text type focus**	• Biography / autobiography • Leaflets • persuasive letters

Environment & Sustainability - Autumn 2
Big Idea: Finding peaceful solutions to conflict improves lives.

Geography	• 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
RE	• Beliefs in the World - Reflect on ideas of right and wrong and their own and others' responses to them • Describe and begin to understand religious and other responses to ultimate and ethical questions
PSHE	**Relationships - Anti Bullying Focus** • how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts • how to recognise and manage emotions within a range of relationships • how to recognise risky or negative relationships including all forms of bullying and abuse • how to respond to risky or negative relationships and ask for help • how to respect equality and diversity in relationships -
Art	**Printing -** Various examples of peace logos. Use range of print blocks to demonstrate. Peace Logos for Xmas card designs • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently
Music	**Concept and presentation link to inquiry -** Harmony and discord leading to composition of Peace Song • improvise and compose music • listen with attention to detail and recall sounds with increasing aural memory • develop an understanding of the history of music - inquiry
Computing	**Information Technology** Research • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • 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 Choice of ways of presenting learning in inquiry
English **Text type focus**	• Conflict in fiction (**Bridge to Terrabithia)** • Guide to conflict resolution (video) • Video / written reports on conflict from case studies • Peace Poetry