

Staplehurst School Curriculum Overview
Year 6: 2024-25

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>This term, exploring the globalisation of the food, fashion and communication industries, we will seek to understand how the world is connected and the impact this has had on our own lives. We'll be examining where the products we consume come from and evaluate the ways in which globalisation has affected the world and impacted inequality and relationships between countries.</p> <p>Looking at the idea of fast fashion, we will be using acrylics in art to design our own funky footwear, inspired by the stolen trainer in Holes. Children will use bright colours and bold lines to create eye-catching, original designs.</p> <p>Geography: <i>How and why are resources</i></p> | <p>Building on existing knowledge of ancient civilisation, we will turn our eyes to the Kingdom of Benin. We will look at what life was like living in the ancient rainforests of West Africa, under the rule of the divine Obas, and compare it to life in wealthy European cities at the same time. The children will then learn about the civilisation's downfall and legacy – including that of the famous Benin Bronzes, now housed in museums around Europe.</p> <p>In literacy children will be immersed in a short video, Alma. The stunning imagery will offer an opportunity focus on narrative writing, with an emphasis using powerful imagery, figurative language and pathetic fallacy to set a scene.</p> | <p>This term, year six will learn about migration, the movement of people around the world. They will learn that every year people travel around the world crossing borders to be closer to family or friends, for a better quality of life, or to escape persecution, war or natural disasters – themes explored in our text, The Day War Came. We'll look at the diverse population of the UK and make links with local traveller communities and consider how migration has formed a cornerstone of many nomadic cultures. In Science, we be identifying similarities and differences within families, and exploring how animals and plants in different environments adapt and evolve to survive.</p> <p>History: <i>What</i></p> | <p>This term we will be looking at civil rights and diversity, profiling key civil rights figures and events of the 20th Century and how they have impacted on current day attitudes and perspectives on difference. Children will explore changing attitudes through time, from the slave trade to the Windrush generation and the Bristol Bus Boycott, from the Suffragette movement to the Ford Dagenham women worker's strike to Margaret Thatcher. They will compare the struggles of Martin Luther King Jr and Nelson Mandela with modern day leaders. Through this emotive topic develop and use a range of persuasive devices both written and orally, through speeches, debates and letters.</p> <p>Geography: <i>How has</i></p> | <p>Listening to Chamberlin's declaration of war, we'll travel back in time to 1939 when war broke out in Europe, living life in the shoes of an evacuee to Staplehurst. We will look at the impact of the Second World War on Britain and on the local area. Using historical sources and first person recounts, we will learn about wartime life, developing our awareness of how propagand was used to inspire, motivate and reassure during some of humanity's darkest days. We will also learn about the significance of the Holocaust and consider how war changed society's view of the role of women in the 20th Century. In art, the work of Henry Moore will inspire our own pencil</p> | <p>This term, we will learn about energy and sustainability, looking at case studies of sustainable cities and initiatives around the world. We'll consider how sustainable our own lives are, and how we might make our community more environmentally friendly. Children will learn about the pros and cons of different energy sources, and help plan for a greener future.</p> <p>Pooling together our skills in art and design, we will create our own chocolate brand, completing market research to produce an innovative, functional, appealing product, whilst learning about Fair Trade and sustainability. Before saying goodbye, we'll be ending the year with our leaver's festivities, including a residential trip, leavers</p> |

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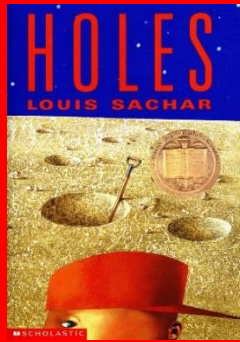
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| <p><i>transported across the globe?</i> Science: Animals including Humans PSHE: How we keep healthy as we grow? How do friendships change as we grow? RE: Is it better to express your beliefs in arts and architecture or in charity and generosity? PE: Physical – Dynamic Balance with agility, Static Balance applied to basketball ICT: Coding DT: Food</p> | <p>Geography: Why are the Benin Bronzes such sacred artefacts and what do they tell us about life in Benin? Science: Animals including Humans PSHE: How we keep healthy as we grow? RE: What difference does it mean to believe in Ahimsa, grace and/or Ummah? PE: Social – On a line applied to Tag Rugby ICT: Networks Art: Sculpting (Clay)</p> | <p><i>influences the movement of people around the world?</i> Science: Evolution and Adaptation PSHE: How can the media affect and influence people? RE: What does it mean to be a Sikh in Britain today? PE: Creative - Partner work/Aerobic sequences with large apparatus - Gymnastics ICT: Networks, Spreadsheets (Excel) DT: CAMS (Moving Parts)</p> | <p><i>the world become more accepting of diversity over the last 100 years?</i> Science: Living Things and their Habitats PSHE: How can the media affect and influence people? RE: Why is the festival of Baisakhi important to Sikhs? PE: Cognitive – Coordination Ball Skills, Agility reactions and response applied to Netball ICT: Text Adventure Art: Wax resist</p> | <p>and charcoal sketches of underground air raid shelters, looking at the relationship between light and dark, linking to our science topic of light. History: What was the social and economic impact of the Second World War on Britain? Science: Light PSHE: What will change as we become more independent? RE: What matters most to Christians and Humanists? PE: Health and Fitness – Stance and Footwork applied to Athletics & Swimming ICT: Blogging Art: Watercolour / Light and Dark DT: Textiles</p> | <p>production and parties to look forward to. Geography: How are countries becoming more sustainable and why is it important? Science: Electricity & SRE PSHE: What will change as we become more independent? RE: What do religions say to us when life gets hard? PE: Personal skills – Send and receive, Ball chase applied to Rounders & Swimming ICT: Core Skills Art: Set design and Digital Animation DT: Product Design</p> |
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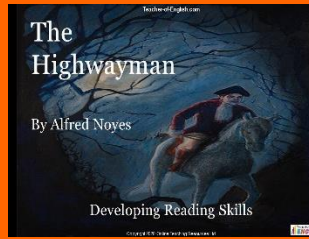
LITERACY TEXTS

Holes by Louis Sachar



LITERACY TEXTS

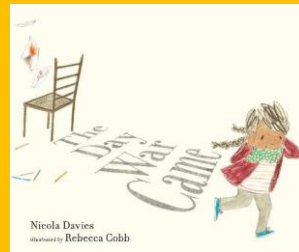
The Highwayman by Alfred Noyes



Alma

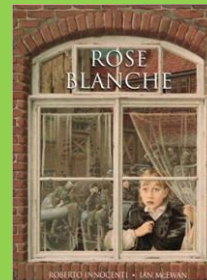
LITERACY TEXTS

The Day War Came by Nicola Davies



LITERACY TEXTS

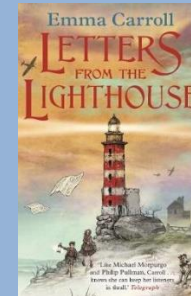
Rose Blanche by Roberto Innocenti



Why the Moon Travels
(Short Irish Traveller stories)

LITERACY TEXTS

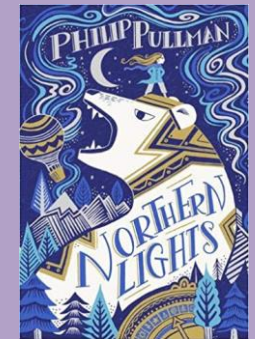
Letters from the Lighthouse by Emma Carroll



Gypsy Vans by Rudyard Kipling
(Poetry)

LITERACY TEXTS

Northern Lights by Phillip Pullman



Maths details found on termly overviews.