



Let there be Peace Year 6 / Autumn Term

Part of Nicholas Postgate Catholic Academy Trust

Curriculum Overview

Learning Challenge: Key Questions & Enquiry

How can we play our part in making the world peaceful?
Who inspires us to help change the world?
Why should we try and help change the world?

Memorable Experiences

Visits: Middlesbrough Courthouse
Specific Events: Black History Month
History Themed Day: Remembrance Day
Themed Day: South African art DT challenge

Learning Environment

Information about inspirational people
Art from South Africa
Symbolism of the dove
Our road to peace

Inspirational People

Nelson Mandela
Martin Luther King
Raheem Sterling/Marcus Rashford
Benjamin Zephaniah
Black History Month

Coverage Summary

As geographers we will:

- **Investigate places** look at how the physical features of South Africa affect the human activity.
- **Investigate patterns** look at geographical diversity across the world and how locations are changing and the impact it has on our societies.

As historians we will:

- **Build an overview of world history** describe social and ethnic diversity of and its impact on peace and the building of Empires throughout periods of history.
- **Understand chronology** studying the development of conflicts (including social/technological change).
- **Investigate and interpret the past** exploring the advancements in weaponry.

Resources

nelsonmandela.org
gobalgoals.org
Stone Age – CQE History Pg 94 – 95
Iron Age forts & farming – CQE History Pg104
Ancient Egypt – CQE History 121
The Aztecs – farmers and fighters Pg136 - 137
The power of love – Art & Design Pg 158 & 160
Biomes and climate zones – CQE Geography Pg 148 – 159

Enriching Texts

Motivational Speeches
The Island – Armin Greder
Journey to Jo'Burg – Beverley Naidoo
The Undefeated – Kwame Alexander
We Are Britain! – Benjamin Zephaniah

English in Context

As writers we will create:

- **Present writing**
Write and perform
Remembrance Day poems.
- **Conversations and Debates-** compare different motivational speeches for and against slavery. (modern/historic)
- **Organisation**
Biography of a significant person who has improved the lives of people.

Maths in Context

As mathematicians we will:

- **Use statistics**
To solve problems.

Computing

As users of technology we will:

- **Collect**
Select and use databases effectively to record information comparing staff and student opinions.
- **Code**
Create a presentation using green screen to broadcast human activity within South Africa.

Science in Context

As scientists we will:

Work scientifically

Biology – Evolution & Inheritance

- Consider how children have variations within their features and that they do not resemble their parents in some ways.

Biology – Animals & Humans

- Use images of families from around the world to categorise their hereditary and non-hereditary features across the generations within a family.

SMSC

Through British Values we will:

- **Spiritual** – Think in terms of the 'whole', e.g. harmon.
- **Moral** – Commitment to personal values in areas which are considered right by some and wrong by others.
- **Social** – Show respect for people, living things, property and the environment.
- **Cultural** – Regard for the heights of human achievement in all cultures and societies.

Catholic Social Teaching

As followers of Christ we will:

- **Life and dignity of the human person**
- **Rights and Responsibilities**
Through remembrance focus on the need to avoid war in order to protect innocent people and the loss of life.
Recall the human rights learned in KS2.
Investigate Human Right Number 3: The right to life – everyone has the right to live in freedom and safety.
Why is it important? What does it mean to you? How does it affect day to day life? How do people react when this right is not being met? (Human Right Number 14: The right to seek a safe place to live, may also be a useful line to investigate)

Art & Design Technology

As artists and designers we will:

- **Inspiration**
Study Banksy and create own 'peace posters' that show a range of influences.
- **Develop ideas**
Use and apply skills discovered whilst looking at South African art. Consider the use of love as a central theme in art. Consider how artists and designers represent love within their art. (Rodin & Rembrandt)
Explain symbolist art and create their own. (Klimt)
- **Design, make, evaluate and improve** South African art wall hanging.

Music in Context

As musicians we will:

- **Listen & Describe**
Paying attention to detail, appraise the music of Florence Price (Modern period) and Delia Derbyshire (Modern period).
- **Perform & Compose**
Perform 'Free Nelson Mandela' with harmonies then create their own piece developing an awareness of the relationship between lyrics and melody to convey their own social message.

