

Year 6

Term – Summer 2

Science

Biology - Animals including Humans

This year we have increased our learning through investigation. Each half term we have a concluding investigation question that we try to solve based on what we have learnt during the half term. Our question this term is:

How do my choices affect my pulse rate?

In order to answer this question they will be learning how to:

- 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.

Explore how animal circulation is different to humans

This term we will be learning about... Ancient Egypt & British Monarchs



Trips
Chessington World of Adventures on:
Friday 14th June 2024

Humanities

Please refer to the fact organiser at the end of this document for details about our Geography and History topics: Ancient Egypt and The British Monarchs.

DT

This half term, children will immerse themselves in the exploration of British traditional dishes, with a particular focus on those originating from Wales and Scotland. Throughout the sessions, children will learn about the ingredients and techniques used in preparing these iconic dishes, gaining insight into their historical and cultural significance. Through hands-on cooking experiences, children will have the opportunity to create and taste traditional dishes, deepening their understanding of British culinary heritage while honing their culinary skills.

RSHE - My Changes

This half term, the children will explore ideas around self-image and body image - how they perceive themselves and others. The children will be able to discuss the physical and emotional changes their bodies will go through as they grow and develop. The children will understand that it is important to look after yourself mentally as you go through these changes.

English

In Writing, pupils will continue developing their skills through practising, applying and mastering them in a wide variety of genres through free writes. These include using a variety of sentences, clauses, figurative language, parenthesis and adverbials. The children will also be manipulating punctuation to achieve specific effects. To develop rich ambitious vocabulary, the children should continue reading everyday from a suitable text that is appropriate for their level. Any outstanding books from the school library should be returned as soon as possible.

Mathematics

Firstly, we'd like to thank and congratulate all of our Year 6s for their amazing hard work and commitment to their learning. Maths learning will continue through our Humanities and Science topics. We will be using graphs: plotting and collecting data and selecting the appropriate graph to present the information. Also, when using maps, the children will have to plot coordinates and develop their mapping skills.

RE

For Summer term 2, we are going to be learning about how we could design a celebration that involved everyone, regardless of religion or not. Pupils will think philosophically and sociologically about why human beings want to celebrate and have an inner need to do so; learn to make specific references to two or more religions and their celebrations, describing specific religious and cultural practices and making reference to how some practices are forbidden in some religions and celebratory in others, using appropriate and considered vocabulary.

Computing

This half-term pupils in computing pupils will be using micro-bits to create a moving robot. This unit focuses on developing pupils' understanding of variables in a different programming environment and using a physical device. It also enables pupils to combine their knowledge and understanding of programming constructs introduced in previous years.

You might like to join in with our learning at home by:

Reading

- Read everyday and record this in the reading record - try a range of text types.

Watching

Watch Bugsy Malone in preparation for Year 6 production. [Bugsy Malone](#)

Doing

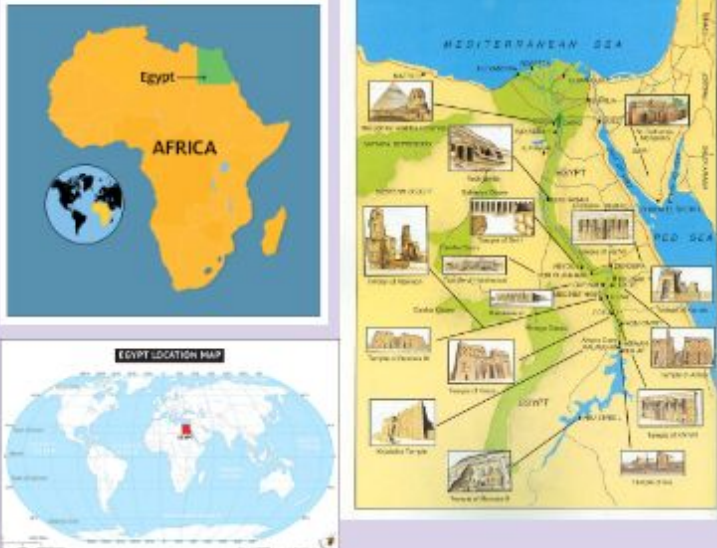
Research about the circulatory system and its various functions in the human body

Visiting

Year 6 - History/ Geography. Final Enquiry: Why did the ancient Egyptians last so long as a civilisation?

Theme	Learning Goal	Key Questions to be asked	Answers
	How people live depends on their location on the planet.	How are countries similar? How does the climate impact the way people live? How is life in a desert different from life in the UK?	Countries in similar latitudes and with similar biomes will have similar characteristics. People build houses, wear clothing and live their lives in a way which suits their biome. Egypt is a desert with scarce rainfall and limited water making this a most respected resource.
	Ancient Egypt was an advanced ancient civilisation.	What was the beginning of the Egyptian civilisation like? Were the Egyptians always powerful? When were the Egyptians at the height of their power? Where did the ancient Egyptians go?	The first dynasties combined to make Egypt in 3100BCE - 2686BCE in this early period. The old kingdom was from 2685BCE - 2180BCE when stone building began and the first pyramids were built. The New Kingdom was 1570BCE - 1080BCE when Egypt's power and wealth was at its height. The Ptolemaic Period 333BCE - 30BCE combined the Egyptian and Greek civilisations with Cleopatra as queen.
	Religion can determine the choices people make.	What did the Egyptians believe? How do we know what the Egyptians valued? What did Egyptians believe happened after death?	Egyptians had a polytheist religion with Ra and Osiris being the most important gods embodied by the pharaoh. Gods and goddesses were part animal and part human and were central themes in artwork and artefacts. They believed that life was preparation for the after life with their bodies being needed for them to come back.

Maps



Timeline	
3100 - 2686BCE	Early period. Beginning of Ancient Egypt. Hieroglyphic writing first appears.
2685 - 2180 BCE	Old Kingdom. Stone building begins.
2180 - 2040 BCE	First intermediate period. Collapse of central government resulting in famines.
2040 - 1670 BCE	Middle Kingdom. Kingdom reunited.
1679 - 1570 BCE	2nd intermediate period. Egypt conquered and ruled by the Hyksos.
1570 - 1080 BCE	New Kingdom. Egypt's power and wealth grew with the conquering of near lands. Chariots were invented.
1080 - 332 BCE	Late Dynastic period. Power begins to fade
333 - 30 BCE	Ptolemaic period. Greek families rule.
30 BCE	Cleopatra dies and Romans conquer Egypt




Key Vocabulary	
creation	Tutankhamun
underworld	discovery
Pharaoh	archaeologist
tomb	excavation
amulet	effects
Upper	biased
Lower	motive
delta	intent
hierarchy	evaluate
leisure	opinion

Useful websites
https://www.britishmuseum.org/collection/eqvpt
https://www.bbc.co.uk/bitesize/topics/zq87xnb
https://www.twinkl.co.uk/teaching-wiki/ancient-egypt
https://www.youtube.com/watch?v=QovPp3LUSr8
https://www.youtube.com/watch?v=D1ToNThT0DY
https://www.youtube.com/watch?v=T7Whiybq_Qo

Geographical features	
Step pyramid (Saqqara)	First pyramid built during the Old Kingdom as a tomb for the pharaoh and his family.
Great pyramids of Giza	Oldest of the 7 wonders of the world. Built in 2570 BCE as tombs for the pharaohs.
Valley of the Kings	Part of the ancient city of Thebes. The valley has 62 known tombs of the pharaohs from the new kingdom onwards. Tomb of the boy king Tutankhamun was discovered here in 1922.

Geographical skills (Disciplinary Knowledge)	
Chronology	
Explain people's choices based on their placement on a timeline.	
Choose relevant national and international events for a timeline.	
Use a timeline to demonstrate changes and developments.	
Fieldwork / Enquiry	
Evaluate the usefulness and accurateness of different sources.	
Select the most important source of information.	
Present information in the most appropriate way	
Interpretation	
Make a judgement about a situation referencing evidence.	
Analyse evidence to draw conclusions	
Identify patterns shown by evidence and explain why they exist.	

Year 6 - History. Final Enquiry: To what extent was Queen Elizabeth II a good monarch?

Theme	Learning Goal	Key Questions to be asked	Answers
	The British monarchy's power has changed over a long period of time.	Who were the British monarchs? How were past monarchs able to pass unpopular laws? Why isn't there an absolute monarchy anymore?	The modern monarchy traces its roots to the Norman conquest in 1066 at the Battle of Hastings. Initially the monarchy had absolute power. This power reduced with rebellions such as Magna Carta. The English civil war and social unrest led to a decline in power so it is now mainly ceremonial.
	Magna Carta is the basis for modern democracy; firstly in Britain and then around the world.	Why is the Magna Carta significant?	The Magna Carta is a charter of English liberties granted by the king to the aristocrats. This rebellion led to change for the aristocracy only. Magna Carta forms the basis for our modern parliament.
	British empire has adapted to become a commonwealth of nations due to the independence of constituent countries.	What was the British Empire? What impact does the British empire have today?	An empire is a major political unit having a territory or great extent under one leader. The height of the British empire was during Victoria's reign. After WW2 many empire nations became independent. These nations now form the commonwealth of nations.

Timeline of Key events	
1066	Battle of Hastings
1070s	Construction on Tower of London begins
1215	Magna Carta signed by King John
1652	English Civil War
1666	Great Fire of London
1837	Victoria ascends the throne. Ends up being the second longest reigning monarch.
1939 - 45	World War Two
1947	Indian independence leading to many more empire nations becoming independent.
1952	Queen Elizabeth II becomes the queen. Ends up being the longest reigning monarch.
2022	Charles III ascends the throne.

Key Person	Reason
Oliver Cromwell	Leader of the only republic of Britain 1649 - 1660 after the defeat of Charles I in the English civil war.
Guy Fawkes	Member of a group of Catholic revolutionaries who planned to carry out the Gunpowder plot. Their aim was to kill the king and most of the Protestant aristocracy by blowing up the Houses of Parliament.
King John	Lost to the aristocrat rebellion and was forced to sign the Magna Carta relinquishing some power.
William I	1st king of England in 1066 when he won the Battle of Hastings.


Key Vocabulary	
inherit	civil war
coronation	parliament
duty	rebellion
dynasty	prosperity
succeed	reformation
Bayeux Tapestry	constitutional
historical source	rights
Magna Carta	responsibilities
clause	viewpoint
legacy	rebellion

Picture



The signing of Magna Carta at Runnymede

Maps



THE COMMONWEALTH OF NATIONS
BRITISH COMMONWEALTH OF NATIONS

Useful websites
https://www.historic-uk.com/HistoryUK/KingsQueensofBritain/
http://projectbritain.com/kings.htm
https://www.youtube.com/watch?v=vC6okzIKQvg
https://www.youtube.com/watch?v=rTdTDCRKvVM
https://www.youtube.com/watch?v=wWKTy1NlxZE
https://www.youtube.com/watch?v=9zT4hkAxzLg

Historical skills (Disciplinary Knowledge)

Chronology
Place British monarchs by an established chronology.

Interpretation
Justify, using evidence, the quality and effectiveness of a monarch.

