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| **Year 6** | **Religious Education** | **Maths** | **English** | **Science** | **Humanities** | **French** |
| **Half Term 1** | To commence the year in Religious Education, boys will be beginning with a module titled **Introduction to Theology: God’s Relationship with the World.** Over the first half-term the boys will explore the importance of theology in the modern world. They will discuss why theological competency is important in the world today and they will cover an introduction to the main areas of theology, such as biblical studies and Christian doctrine. | Students will begin the year by consolidating their understanding of: ‘**Whole numbers and decimals**’; ‘**Decimal calculations**’. | In preparation for 11 and 13+ assessments this term, pupils focus on a range of **comprehension** and writing strategies. Boys are introduced to longer answer question types and practice the wide range of questions they will find. The focus in writing is the effective use of **descriptive techniques**, as well as effective planning. | ‘**Humans and Other Animals**’ – the boys will learn about the function of the heart and its structure. We will also explore how substances are transported by the blood and the circulatory system.  ‘**Electricity**’ – through a series of investigative lessons, the boys will be able to represent and construct series circuits correctly as well as understand the effect of changing the type or number of components in the circuit. | In Geography, pupils begin the Common Entrance course, starting with **Population and Settlement.** In this unit they will begin studying various concepts linked to Population such as population density and distribution.  In History, pupils will begin by critically examining **the changing power of monarchs in the Medieval Period.** They will examine the reigns of William I, Matilda, Stephen and Henry II to develop their understanding of the period. | **À l’office de tourisme:**  The Year 6 boys will start the year by taking on the role of a local tourist board. They will describe what can be seen and the activities that can be done where they live. They will also learn about adjective rules in more detail, including the irregular positioning of BAGS adjectives. |
| **Half Term 2** | As students continue their journey through this module, they will turn their attention to key biblical passages. Through critical analysis, discussions and in-depth reflections, the boys will explore the character of God, the role of Scripture and the life of Jesus. | We will introduce the boys to simplifying, expanding, factorising and substituting into algebraic expressions. Our next unit will be that of ‘**Fractions, Decimals and Percentages**’. Following this, boys will learn to find, calculate, and recognise relationships between angles and 2D shapes. This will be followed by ‘**Measures, perimeter, and area**’. | Boys will be introduced to more practice papers, as well as continuing to consolidate their key reading and writing skills. **Poetry** is introduced during this Half-Term and pupils will revise the language of poetry. Skills required for the Pre-Test also continue to be worked on, such as key grammatical rules and the accurate use of punctuation. | ‘**Living Things and Their Habitats**’ – this Biology topic gives the boys the opportunity to explore the diagnostic features of animals and plants. They will learn about the significance of Carl Linnaeus and how his work helps us to classify living things into major taxonomic groups. | In Geography, pupils will cover **Settlement** and look at how this has developed over the twentieth century and in the future as well as key difference between rural and urban settlements.  In History, pupils will continue to cover the Medieval Period and examine the reigns of **Eleanor of Aquitaine, Richard I and King John** to critically consider how the **power of monarchs changed in the Medieval Period.** | **On va faire un tour:**  In the role of a tour guide the boys will learn how to use the near future tense to describe what tourists are going to do on a tour of the local area. They will take virtual tours of French towns such as Biarritz and Annecy in order to learn the required skills. |
| **Half Term 3** | Pupils will begin the second term with a module on **Islam.** They will explore Muslim beliefs and teachings whilst reflecting on the role and purpose of Islamic practices and ceremonies. Towards the end of this half-term, we will turn our attention to the religion of **Judaism.** | Pupils will be taught to identify, convert, plot, construct and interpret data represented on line graphs. The next unit of ‘**Statistics**’ will see the boys make calculations from tables, charts and graphs. They will also construct scatter diagrams to help understand correlation. | Pupils will work towards writing a **comparative essay** on two poems sharing the same theme, but different attitudes towards the subject matter. Pupils will analyse ‘First They Said’ by Alice Walker followed by ‘Still I Rise’ by Maya Angelou, with a focus on language and **structure**. | ‘**Evolution and Inheritance**’ – the boys will learn about the role of a palaeontologist and begin to consider how living things have changed over time. This will in turn lead us unto to explore how adaptation can lead to evolution. We will also be learning about previously overlooked scientists such as palaeontologist Mary Anning.  ‘**Acids and Alkalis** – the boys will be accustomed to using a wide range of chemicals to be able to classify solutions in accordance with their pH. | In Geography, pupils will begin their **Weather and Climate** unit, looking at the effects of weather in climate in the UK and around The World. This knowledge will be developed as boys begin to discuss the links between climate zones and to contemporary issues such as Climate change and Environmental Issues.  In History, pupils will begin a new module on **How the Black Death changed the Medieval World.** They will consider many aspects of medieval life, such as the development of castles, life and agriculture and towns to develop their analysis. Students will use sources and interpretations to evaluate utility and trace change and continuity over time. | **Mon temps libre:**  The boys will spend this term learning to talk about their free time. They will cover sports and musical instruments, They will start to develop their written work by being introduced to the ORDONT acronym, used to produce extended responses. |
| **Half Term 4** | In Religious Education, pupils will continue their studies of **Judaism**, with particular attention given to the origins and development of Judaism and its relationship with other major religions. To conclude this term’s studies, we will then turn our attention to **Hinduism**, with a focus on practices and ceremonies. | ‘**Algebra: Equations**’ will introduce the boys to formular derivations as well as providing them with the opportunity to form and solve real life equations. The unit of ‘**Constructions**’ will see the boys constructing, measuring and using geometric notation. ‘**Sequences**’ is our next unit, it allows the boys the exploration of sequences in detail, using both diagrams and lists of numbers. | Pupils will be introduced to the genre of **travel writing**, focussing specifically on three sub-genres: Literary non-fiction, Persuasive multi-media travel writing and travel guides. Pupils will be introduced to the different genre conventions of each, as well as producing their own pieces of writing employing these language and layout features. | ‘Breathing and Health – the boys will be taught the role of lung structure  in gas exchange,  including the effect of  smoking. We will also learn about the effects of bacteria, viruses, exercise, alcohol and drugs on the body. | In Geography, pupils will complete the **Weather and Climate** unit, spending time on completing a detailed weather hazards project. Within this they will look at current global developments and hazards in the world around us.  In History, pupils will complete their study of the **impact of the Black Death** by considering the role of medieval women, the events of the Peasants’ Revolt and then track the impact of the pestilence on Britain and the world compared to other key changes. | **Mes passe-temps:**  The topic of hobbies will allow the Year 6 boys to speak about their preferences of book genres, film types and television programmes. They will meet some French examples of each genre and will look to write summaries of plots in the present tense. They will also practise using verb negations. |
| **Half Term 5** | Over the course of the third term, boys will study a **Philosophy** module titled **Ethics.** The boys will begin this module by reflecting on key ethical topics, such as life and death, punishment, discrimination and freedom. Through class debates and in-depth discussions, the boys will be encouraged to think philosophically about some of the challenging topics of the day. | During ‘**3D Shapes**’, boys will be naming 3D shapes; drawing their nets; counting vertices, faces and edges; as well calculating the volume and surface area 3D shapes. The next unit of ‘**Ratio and proportion**’ will teach children how to problem solve fraction, decimal and percentage equivalence. | This half-term students will study ‘The Boy in the Striped Pyjamas’, focussing on the skills of **inference and predictive reading strategies**. Pupils will also consider the context in which the novel is set, broadening their understanding of the Historical context of the Holocaust and WWII. | ‘**Properties of Materials**’ – we will learn the mechanics and uses of good thermal insulators.  ‘**Light and Seeing**’ – boys in Year 6 will learn and demonstrate the behaviour of light as it travels through various mediums. | Geography – pupils start to look at **location knowledge and 0S map** work, as a complete module over this term.  In History, students will begin a unit on what sources reveal about **Medieval Empires.** They will begin by looking at Medieval Baghdad, the Mongol Empire and then Medieval Mali. | **Les sorties:**  The boys will practise organising trips out. They will learn to invite friends to the theme park by mastering question phrases and also recapping on telling the time. This will include an introduction to the modal verbs ‘vouloir’ and ‘pouvoir’. They will also make plans about the clothes that they are going to wear and what they are going to eat, to practise the near future tense. |
| **Half Term 6** | To conclude the year, we will continue through our module on **Ethics**, with a focus on topics such as the environment, animal ethics, AI, surveillance and robotics. | To conclude the academic year, boys in Year 6 will tackle the unit of ‘**Probability**’. We will learn about sets, set notation and systematic listing strategies. Finally, we will end the term by covering the unit of ‘**Everyday Maths**’ which will include fluency, reasoning and problem solving. | This term students will focus on **persuasive speech** writing, looking closely at the different features of persuasive texts and evaluating the impact of these on the reader. Pupils will write their own persuasive speech, looking at how paralinguistic features can be employed to impact the listener. | ‘**Nutrition**’ – we will be focussing on the idea that food is used as a fuel during respiration to maintain the body’s activity. This will allow the boys to explore the function of the food groups within the boys.  ‘**Movement**’ – we will be taking on the role of physiologists and learning about the role of the skeleton, joints and how they aid movement. | In Geography, pupils will continue to complete **0S map work** and activities, as well as consolidating location knowledge.  In History, pupils will complete their source analysis and begin to reach conclusions about what we can know about **Medieval Empires.** This unit will then culminate in a research project and essay to develop their writing skills. | **Une bonne excuse:**  This term the boys will learn about the topics of helping at home and going shopping in order to make excuses to invitations. They will also learn the third key modal verb ‘devoir’. They will take part in dialogues to practise all of their recently acquired skills. |