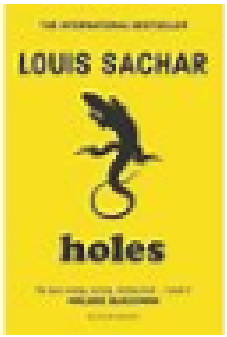
Year 6 – Summer 2

Globalisation and Global Challenges

Class text:

- 'Holes' by Louis Sachar



Writing Genres: •**Balanced Argument**

- Balanced Argument – Should SATS be abolished
- Persuasive Advert – Promote a fair-trade product from another country using computing and presentation skills.

Geography: **Globalisation and Global Challenges**

- To identify what we mean by globalisation and global challenges
- To discuss how globalisation has affected trade and created global links between countries
- To explore how first world countries, govern the way resources are distributed across the world
- To discuss the positive and negative impacts globalisation has made on our lives and communities
- To recognise how globalisation has affected trade links, jobs, and economic growth
- To know how energy sources are distributed in different areas around the world
- To explain how globalisation can contribute to global challenges such as climate change and pollution
- To explore how poverty and inequality are linked to globalisation and development

Maths:

There will be different maths projects completed during the Summer Term of Year 6, following SATs and alongside our Schemes of Learning. These activities will help children revisit key maths skills, apply their learning in real-life contexts and build confidence before transitioning to secondary school.

- To create a holiday budget by calculating travel, accommodation, food, and spending costs using percentages and the four operations.
- To collect and interpret data by creating bar charts, line graphs and pie charts linked to real-world topics.
- To complete problem-solving activities involving ratio and scaling, such as adapting recipes or designing models.
- To explore timetables and journeys by calculating distance, speed and travel times.
- To apply geometry and measurement skills to design rooms, gardens, or classrooms using area, perimeter and scale drawings.
- To take part in maths reasoning challenges by explaining and justifying answers using mathematical vocabulary.
- To investigate global issues by comparing statistics linked to energy use, trade and population growth.

Science: **Evolution and Inheritance**

- To learn about the similarities and differences between organisms and how living things are classified.
- To explain how organisms are adapted to survive in different habitats and environments.
- To understand how animal adaptations help living things find food, stay safe and survive.
- To investigate how plants, adapt to different climates and conditions around the world.
- To explore how living things, inherit characteristics from their parents through reproduction.
- To explain how variation within a species can help organisms survive environmental changes.
- To explain the process of evolution by natural selection and survival of the fittest.
- To understand how scientists such as Darwin and Wallace developed the theory of evolution by natural selection.

RE: **Humanism**

Enquiry: Concept of River of Life in Humanism.

Key Concept: River of Life

Contextualisation: To explore Humanist ideas about life, death and the impact people leave on the world by creating their own "River of Life" model.

Computing: **Sensing**

- To create and debug a program that runs on a controllable device using sequencing, repetition and logical commands.
- To explain how selection controls the flow of a program by using conditions to make decisions and respond to different inputs.
- To use a conditional statement to compare a variable to a value.
- To design and evaluate a project using inputs and outputs on a controllable device, such as sensors, lights, sounds, or motors.

Art/D&T: **Craft and Design**

- To apply an understanding of composition to create an effective photomontage advertising poster.
- To apply an understanding of abstract art through photography.
- To demonstrate an understanding of design choices using digital photography techniques.
- To apply an understanding of photography to design and recreate a famous painting.

Trips:

- Sleepover in school
- Cinema Trip

Spanish: **A trip across Spain**

- To describe the location of some Spanish cities.
- To use a range of strategies to widen vocabulary for describing places.
- To discuss future travel plans.
- To create a role play conversation about future travel plans.

Music: **Music Performance and Singing**

- To develop vocal control, pitch, and rhythm through practising a range of songs.
- To perform confidently as part of an ensemble using expression and dynamics.
- To improve musical performance skills through rehearsing, timing, and coordinated actions.

PSHE: **RSE**

- Puberty and Reproduction
- Communication and consent in Relationships
- Families, Conception and Pregnancy
- Communication and Respect in Relationships and Online