

<p>YEAR: 6 TERM: Spring 1 TOPIC: The Romans</p>	 <p>SIR ROBERT GEFFERY'S SCHOOL <i>A School for Enthusiasts</i></p>	<p><i>Our aim is to provide a living Christian school environment where we strive for each child to develop a passion for learning and a sense of excitement in their own achievement and that of others.</i></p>		
<p>RE INTENT</p> <p>Big Question: What does it mean to be a Humanist in Britain today? In this unit, <i>What does it mean to be Humanist in Britain today?</i>, pupils learn about Humanism as a non-religious worldview within contemporary British society. They explore why some people identify as non-religious, examine Humanist beliefs, values and ways of living, and consider how Humanists seek to make the world a better place without belief in God or an afterlife. The unit builds on prior learning about other worldviews, supporting pupils to understand similarities and differences with respect and curiosity.</p> <p>LQ: Can I explore what it means to be non-religious and Humanist in Britain today?</p> <p>LQ: Can I investigate where Humanist beliefs come from?</p> <p>LQ: Can I examine the core values that motivate Humanists?</p> <p>LQ: Can I investigate how Humanists live out their beliefs?</p> <p>LQ: Can I compare different worldviews, including non-religious worldviews?</p> <p>LQ: Can I answer the big question: <i>What does it mean to be a Humanist in Britain today?</i></p> <p>IMPACT</p> <p>By the end of this unit, pupils are able to make sense of Humanist beliefs, understand the impact of those beliefs on behaviour, and make connections between beliefs, values and ways of living. They can use evidence, such as census data and real-world examples, to explain what it means to be a Humanist in Britain today, while recognising the diversity of non-religious worldviews. Pupils develop their ability to think, talk and ask questions about what</p>	<p>SCIENCE INTENT</p> <p>SRG scientists in upper KS2 will be provided with opportunities to compare the 3 states of matter on a molecular level. The focus of this unit will be 'working scientifically' and the development of disciplinary knowledge alongside the development of vocabulary related to the topic. Pupils will be presented with questions to design fair tests, test accurately to create data on which to conclude and reflect.</p> <p>Lesson 1 - The 3 states of matter LQ - Can I explain the 3 states of matter on a molecular level and provide examples of each?</p> <p>Lesson 2 - What is the melting point? Designing an investigation to test the melting rates of ice under different conditions eg addition of different salt. Which would be best to use on the school paths?</p> <p>LQ - Can I design a fair test and identify the independent and dependent variables?</p> <p>Lesson 3 - Investigation time! LQ - Can I carry out an accurate investigation and create a data set for analysis?</p> <p>Lesson 4 - Data analysis and concluding LQ - Can I create a line graph and conclude my findings based on data and observations?</p> <p>Lesson 5 - Making ice cream LQ - Can I apply my understanding from prior lessons to make careful observations and draw conclusions from these?</p> <p>Lesson 6 - The water cycle LQ - Can I summarise the water cycle and make links to my prior understanding about the states of matter?</p>	<p>COMPUTING</p>  <p>Computing will be covered in Summer term 1.</p>	<p>PHSE INTENT</p> <p>To provide children with the opportunity to explore and discuss their own dreams and goals and to begin to identify difficulties in the local community that they will begin to raise money by creating a planned event.</p> <p>Lesson 1 - LQ - Can I explain why dreams and goals are important?How can we work towards these by stretching ourselves and being ambitious?</p> <p>Lesson 2 - LQ - Can I plot my steps to success? Totem Poles - using the idea from another culture to plot the steps for success to a goal in the Future.</p> <p>Lesson 3 - LQ - Can I summarise some of the difficulties facing the world? Discussions about how we might start to solve these problems and share dreams for the world as a Whole.</p> <p>Lesson 4 - LQ - Can I collaborate to complete a plan? Community Project - choose a local charity to support and plan how you will raise money.</p> <p>Lesson 5 - As last week</p> <p>Lesson 6 - LQ - Can I realistically evaluate the impact of my plan? Evaluate the experience. What went well? Counting the profit made. Organising the money for the charities chosen. Articles for the newsletter and website?</p> <p>IMPACT</p> <p>Children will understand the importance of having dreams and goals and that struggle and resilience in achieving these is paramount.</p>	<p>MFL INTENT</p> <p>To develop children's confidence in understanding and speaking French by extending vocabulary related to musical instruments and music. Children will learn how to describe instruments people play, understand and use the term genre, and express simple opinions about different types of music using sentence structures.</p> <p>Lesson 1: Can I describe what instruments people play?</p> <p>Lesson 2: Can I revisit types of instruments and say which instruments people play?</p> <p>Lesson 3: Can I understand the term 'genre' and learn how to say different types of music?</p> <p>Lesson 4: Can I give an opinion about different types of music using simple sentences?</p> <p>Lesson 5: Can I revisit and apply the vocabulary and sentence structures taught this term when talking about music?</p> <p>IMPACT</p> <p>Year 6 linguists will be able to name and describe musical instruments, identify different genres of music and give simple opinions in French using familiar sentence structures. They will demonstrate increased confidence in speaking and listening and will be able to apply key vocabulary taught this term when talking about music.</p>

<p>motivates people to live ethically, including those who do not follow a religious faith. Through reflection, pupils are encouraged to consider their own beliefs and values, and to understand how learning about different worldviews helps us live well together in our school and wider community.</p>	<p>IMPACT</p> <p>Upper KS2 scientists will be more competent in designing an investigation from a question starting point. They will use their understanding of the changing states of matter to explain the phenomena that they view every day within the weather and other natural occurrences.</p> <p>Pupils will gain confidence in creating graphs to show their findings. In addition to drawing conclusions from this (alongside analysis of their working methods) with the aim of improving accuracy in the future.</p>		<p>To have an improved understanding of difficulties in the wider world and that they have a voice in trying to change wider issues.</p>	
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<div>MUSIC</div> <div>INTENT</div> <div>To develop melodic phrases and demonstrate an understanding of musical structure and form by creating a composition inspired by the format of multiple genres using a mixture of instruments and music technology.</div> <div>LQ: Can I analyse and appraise a piece of Soul music by identifying its key features and explaining what makes it distinctive?</div> <div>LQ: Can I create short melodic phrases using music technology and a pop backing track?</div> <div>LQ: Can I compare and appraise the features of Soul music with Jazz and Pop music by listening carefully?</div> <div>LQ: Can I develop and create a collection of melodic phrases using instruments alongside a pop backing track?</div> <div>LQ: Can I collaborate as a creator and performer to compose a short piece of music with at least two different sections?</div> <div>LQ: Can I perform my composition and reflect on my own work and the work of others, suggesting improvements?</div> <div>Mirrors - What impact does my own work have on me and others?</div> <div>IMPACT</div> <div>Year 6 Musicians will be able to identify key features of the musical genres Soul, Jazz and Pop. They will be able to identify and create distinctive riffs accompanied by a backing track. They will be able to develop contrasting but complimentary sections to a composition (ternary structure - ABA) on a variety of mediums including, tuned percussion and music technologies. They will develop their collaborative skills within a creative project using a reflective approach.</div>	<div>PE</div> <div>INTENT</div> <div>To develop children's control, strength and confidence in gymnastics through performing a range of controlled movements, balances, jumps and flight. Children will learn to perform actions safely, using correct body positions and techniques, while working both independently and with others. They will apply their skills to create and perform sequences using a range of apparatus.</div> <div>Lesson 1: Can I perform controlled forward and backward rolls and hold a strong straddle shape safely?</div> <div>Lesson 2: Can I work with a partner to create controlled counter balance and counter tension shapes safely?</div> <div>Lesson 3: Can I perform a range of controlled jumps, exploring different heights and landing safely?</div> <div>Lesson 4: Can I perform inverted movements with control, strength and safe body positions?</div> <div>Lesson 5: Can I use flight from my hands to travel confidently and safely over apparatus?</div> <div>Lesson 6: Can I work as part of a group to create and perform a gymnastics sequence using formations and apparatus?</div> <div>IMPACT</div> <div>Year 6 gymnasts will be able to perform a range of gymnastic movements with control, strength and increasing confidence. They will demonstrate safe use of body positions, balances, jumps and inverted movements, as well as controlled flight over apparatus. Children will be able to work collaboratively to create sequences.</div>	<div>Geography</div> <div></div> <div>Geography was covered in Autumn 2 and will be revisited in the Spring term 2.</div>	<div>History</div> <div>INTENT</div> <div>Historians in upper key stage 2 will investigate and critically analyse the impact that the Roman Empire had on shaping modern day Britain.</div> <div>Lesson 1- Can I present my understanding of the key dates throughout the Roman empire?</div> <div>Graphic organiser combining image and oracy to understand the key dates that shaped Roman Britain?</div> <div>Lesson 2- Can I review sources of evidence to comprehend why the Romans invaded?</div> <div>Presentation into the significance of the Roman invasion and reasoning for why they invaded.</div> <div>Lesson 3- Can I show the significance of a leading historical figure through research and presentation?</div> <div>A research task into the life of Boudicca- a Celtic Queen who revolted against the Romans.</div> <div>Lesson 4- Can I show oracy and comprehension to understand the importance of a key man made structure?</div> <div>An analysis of the construction of Hadrian's wall and how it helped to shape Great Britain.</div> <div>Lesson 5- Can I critically analyse the impact of the Roman invasion on Britain?</div>	<div>DT</div> <div>INTENT</div> <div>To be able to use creativity and problem-solving to make 3D Roman shields and explore Roman patterns and symbols.</div> <div>LQ: Can I analyse Roman shields and armour to identify shape, pattern, symbolism and purpose?</div> <div>LQ: Can I experiment with materials and solve problems to decide which are best for strength, texture and 3D form?</div> <div>LQ: Can I creatively design a Roman shield using symmetry, pattern and symbolism?</div> <div>LQ: Can I construct a stable 3D Roman shield by adapting techniques and materials as I work?</div> <div>LQ: Can I adapt and refine my design by layering textiles and collage materials to improve detail and impact?</div> <div>LQ: Can I evaluate my finished Roman shield and explain how successfully I used materials, techniques and symbolism?</div> <div>IMPACT</div> <div>Year 6 designers will develop their understanding of 3D form, textiles, and collage while exploring Roman shields, armour, and fashion. They will research historical designs and the work of Hannah Höch, learning how she used collage and layering to create striking images. They will experiment with materials and techniques to design and construct their own 3D Roman shields, developing skills in creativity, problem-solving, evaluating, and adapting. The unit encourages Year 6 designers to take risks, reflect on their ideas, and produce visually interesting outcomes that combine artistic skill, historical understanding, and inspiration from a pioneering artist.</div>

			<p>Presentation into the significance of the Roman invasion and what impact it had on shaping modern day Britain.</p> <p>Lesson 6- Can I review my learning for the block and present my knowledge?</p> <p>Pop lesson to show progress for topic.</p>	
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