|  |  |
| --- | --- |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Logo  Description automatically generated** | **Logo, company name  Description automatically generated** | Topic Overview KS2 (Year 6) - Autumn 1 2021 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key Texts English** | Odysseus | | | | | | | |
| **Subject** | *Science – Evolution and Inheritance* | *Computing –*  *E-Safety* | *Geography* | *History – Ancient Greeks* | *Art & Design -*  *Who was Zaha Hadid?* | *Design & Technology* | *MFL – Count to 1000* | *RE - Why are some places and journeys special?* |
| NC  Objectives / links | * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | * Understand the importance of Online Safety in order to use technology respectfully and responsibly. * Use computer programs effectively including the Internet and Microsoft Office, to prepare them for future work spaces. * Become responsible and competent users of information and communication technology. * Explore digital devices to design and create a range of programs, systems and art based projects. * Use Espresso Coding to learn the principles of programming and control through design. |  | * Know and understand significant aspects of the history of the wider world developing their ability to appreciate cultures, ideas, and traditions that are not their own. * Learn through project based learning with rich, meaningful outcomes. * Be provided with resources to support them in constructing informed responses that involve thoughtful selection and organisation of relevant historical information. * Perceive how our knowledge of the past is constructed from a range of sources. * Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. * Gain historical perspective by placing their growing knowledge into different contexts. * Acquire and deploy rich, historical vocabulary. | * Learn about significant artists, designers and architects, movements and concepts, both contemporary and historical, within art and design. * Experience the creative freedom to develop their own art works inspired by their imaginations. * Explore, record and develop their own ideas through research, sketchbook work, wonder, critique and exhibition. * Learn and use the language and concepts of art , craft making , architecture and design. |  | * Listen attentively to spoken languages and show understanding through response. * Gain a secure knowledge of high-frequency words and vocabulary. * Gain a basic understanding of grammatical concepts appropriate to Spanish. * Gain a phonological awareness of the Spanish language developing confidence and competence in pronunciation. | * Compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas. * Observe and understand varied examples of religions and other world views so that they can   explain, with reasons, their meanings and significance for the choices made by individuals  and communities;   * Discuss and present thoughtfully their own and others’ views on challenging questions about   belonging, meaning, purpose and truth, applying ideas of their own in different forms  including (e.g.) reasoning, music, art and poetry. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week/session | * Lesson QfL (Learning Intentions / Lesson Titles) * Further QfLs linked to learning activities (additional questions for differentiated learning) * Opportunities for Sparkle (see separate suggestions) | | | | | | | |
|  | *Science* | *Computing* | *Geography* | *History* | *Art & Design* | *Design & Technology* | *MFL* | *RE* |
| Big Question | *Why do scientists defend evolution?* | *Why is online safety important?* |  | *Why are the Ancient Greeks still relevant today?* | *Who was Zaha Hadid?* |  | *How are Spanish numbers different?* | *Why are some places and journeys special?* |
| Week 1 | Do we still see dinosaurs today?   * How have scientists have identified specific species of dinosaurs? | What are the rules for keeping safe online?   * Can we write some whole class rules? |  | What does ancient mean?   * How credible are the historical sources from Ancient Greece? * How do we check the myths of the Trojan War and the Minotaur against primary sources? | What is Zaha Hadid famous for?   * What is her historical and cultural relevance? * What did she design? |  | What is the same about Spanish numbers? |  |
| Week 2 | What do fossils tell us?   * Where are fossils found? * How are fossils preserved? | How to recognise online bullying?   * How do you protect yourself from online bullies? |  | Who were the main Greek Gods?   * Who were Zeus, Hades, Athena, Poseidon, Prometheus? | How does an architect respond to a design brief?   * Do they use sculpture, textiles or sketching? * What are the qualities of a good building in Hadid’s opinion? |  |  | Why do some people believe that certain journeys are special?   * What’s different about a journey and a pilgrimage? * Where do people of faith make pilgrimages to? |
| Week 3 | Which things are inherited and which things are learnt?   * What characteristics   could offspring inherit from their parents?   * If a woman has dyed her hair purple, might her baby have purple hair? Why or why not? * If Usain Bolt had a child, would he or she be a fast runner? | How is social media used safely?   * How do we keep social media fun for everyone? |  | What was Greek civilisation like?   * Alexander the Great. * What were achievements and their influence on the western world. | What are the thoughts and processes behind an architectural process?   * How does an artist respond thoughtfully to a design brief? * How does an artist develop and reflect upon ideas and processes? |  | Why is it important to develop more accurate pronunciations? How are Spanish numbers written? |  |
| Week 4 | What ensures survival in a given environment?   * What is an environment? * How do animals adapt to a specific environment? * Do animals always adapt to a given environment? | How can we be respectful of others online?   * Creating a family pledge |  | What were the Ancient Olympic Games like?   * What was the opening ceremony, who visited and what they did? * Who took part? * What games did they do? What sports did they play? * Did women take part? | How is an architectural brief developed and reflected on?   * Who is responsible for critiquing an artist’s work? * “I don't design nice buildings - I don't like them. I like architecture to have some raw, vital, earthy quality.” * What does Hadid’s quote mean? |  |  | What do people do during a pilgrimage?   * How do people of faith prepare for pilgrimage? * What common themes run through pilgrimages even when faiths differ? |
| Week 5 | What is the scientific understanding of evolution?   * Who are Wallace, Anning and Darwin? | How are online safety problems solved?   * Can we look at a number of scenarios and problem solve? |  | What were the features and roles of key Greek buildings?   * What was the importance of temples? * What architectural features of Greek temples? * Elgin Marbles | Why is a 3D mock-up important?   * Why is it important to use some architecture processes during design? * What is the specialist vocabulary? |  | When are Spanish numbers useful? When will they be used in everyday life? |  |
| Week 6 | Are all bears the same?   * What characteristics do specific bears have in common? * How have different bears evolved and adapted? | What are PEGI ratings?   * How is gaming done safely? * What does each rating mean? |  | Which Ancient Greek was the most important?   * How did democracy work in Ancient Greece? * How did the Greeks learn maths? * How did the Greeks write plays and literature? | Why is peer review important?   * Why do artist rely on collaboration and development? |  |  | How do pilgrimages and belief inspire works of art?   * Which religious figures appear in art work surrounding pilgrimage? * How is ‘God’ depicted in pilgrimage art work? * How do holy texts inspire art work? |