

Line of Enquiry annual overview and curriculum content 2017/18 Year 6

Colour code key for curriculum content:

- History,
- Art,
- Geography,
- DT
- R.E.

Bullet points are objectives from the national curriculum that need to be covered

Hyphens are ideas for how this could be done.

Below is the new Line of Enquiry overview showing the questions and curriculum content that will be covered over the course of the academic year. It is up to each year group to determine when to teach each Line of Enquiry and the amount of time dedicated to each one based on the amount of content that needs to be covered. This might involve teaching more than one enquiry question in a term or teaching one question over the course of two terms. Each enquiry question has links to core areas of the curriculum, a wow to engage the children in the topic, a challenge to illustrate their learning and often includes an enrichment activity to deepen the children's understanding of the topic. Each year group will also ensure that the 'British Values' aspect of the curriculum is embedded into each Line of Enquiry.

<u>Enquiry Question</u>	<u>Curriculum content</u>	<u>Core curriculum links: English, maths, science</u>	<u>British Values</u>	<u>Enrichment activities e.g trips visitors WOW, challenge, family learning and sharing</u>
How can I apply my think like a learner skills?	To set expectations for learning behavior across the school. To build team building skills within each class		Children will develop an understanding of how citizens can influence decision making through the democratic process. The children will learn	<u>Wow:</u> Firstly, we will be inspiring our kids through the Olympics, building on the success stories we observed within Team GB. Following this, team building challenges will be introduced (6 – once a week) in order to put into practice the learner skills in a team environment. The WOW begins with a sweet container challenge, following onto a marble slowest race challenge. <u>Challenge:</u> Create a display about the different gem powers relating to how they used them to help one another in the challenges.

			about the history of British parliament and will develop an understanding of the voting system. They will then use a similar model to vote in two pupil council members.	<p><u>Opportunities for enrichment:</u> To inspire our children by inviting in people within different industries and businesses to discuss careers. This will take place in term 2.</p> <p><u>Family learning and sharing:</u> Parents will be invited to share at the careers fare.</p>
100 years on... why do we still remember?	<ul style="list-style-type: none"> • Local history study. - A study over time tracing how several aspects of history are reflected in the locality. - A study of an aspect of history or a site that is significant in the locality. • A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066. • Use maps and atlases, globes, computer mapping to locate countries and to describe features. 	<p>Five children on the Western Front.</p> <p>A range of poems</p> <p>Non-fiction WWI</p>		<p><u>Wow:</u> Discussion and respects shown to our memorial plaque in the top hall. Linked to Cenotaph.</p> <p><u>Challenge:</u> The children will tackle a numerical challenge creating a number of poppies to represent the number of people who died in WWI.</p> <p><u>Opportunities for enrichment:</u> The year 6 staff will take the children on a trip to the Imperial War Museum and a walking tour around Big Ben and The Cenotaph.</p> <p><u>Family learning and sharing:</u> Families will be invited in to make the poppies with the children and create an installation that will be displayed in the top hall.</p>
How do people	To cover religious practise from a broad range of	The Little Oak Tree	An understanding	<p><u>Wow:</u> Explored literature and listened to children's descriptions of</p>

<p>practice religion?</p>	<p>religions.</p>	<p>Religious non-fiction texts</p> <p>A range of different religious stories</p>	<p>that a freedom to hold other faiths and beliefs is protected by law.</p> <p>An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour</p>	<p>their own beliefs from learning videos.</p> <p><u>Challenge:</u> During their science topic – electricity- the children will make circuits that can be used to light a bulb. These will then be used in a 3D light box the children will make based on a religious symbol.</p> <p><u>Opportunities for enrichment:</u> Overlapping with our English work, we will be discussing and debating the topics of homelessness and differentiation within society. We are also using our Business Week as a way to raise money for Bristol homeless charities. This is linked in with the idea in all religions of giving something of what you’ve got to those less fortunate.</p> <p><u>Family learning and sharing:</u> ➤ Parents and carers will be invited in to help run and promote our Business Week during the Winter Fair.</p>
<p>Who were the Aztecs?</p>	<ul style="list-style-type: none"> • A non-European society that provides contrast with British history. - Mayan civilization. • To improve their mastery of art and design techniques – paint charcoal and modeling. 	<p>Music link</p> <p>Mexicolour visitors</p>		<p><u>Wow:</u> The year 6 team will dress up as Aztecs and act out a short story introducing the children to this era.</p> <p><u>Challenge:</u> The children will make either a documentary, play or performance to show what they have learned about who the Aztecs were.</p> <p><u>Opportunities for enrichment:</u> We will have an afternoon of making Aztec food and drinks for them to try and experience.</p>

				<p><u>Family learning and sharing:</u> The children will host an Aztec art afternoon for families to design and make Aztec jewelery and masks.</p>
Are all disasters natural?	<ul style="list-style-type: none"> • Use maps and atlases, globes, computer mapping to locate countries and to describe features. • Describe and understand the key aspects of physical geography including climate zones, biomes, vegetation belts, volcanoes, and earth quakes. • Identify the position and significance of latitude, longitude equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, arctic and Antarctic circle. The Prime/Greenwich meridian and time zone (including day and night) • Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of ordinance survey maps) to build their knowledge of the United Kingdom. 	Non fiction		<p><u>Wow:</u> Investigating the disasters: create a natural disaster within each classroom, discuss what would happen and what you could do in advance, during and after. Chat to the Red Cross: survival box. Oxfam/Save The Children. What was a disaster zone like?</p> <p><u>Challenge:</u> Create a globe within groups where they can label where previous natural disasters have taken place.</p> <p>British Values: “What’s the most valuable between £100, a phone and a bottle of water?” challenge.</p> <p><u>Opportunities for enrichment:</u> Chat to the Red Cross: survival box. Oxfam/Save The Children. What was a disaster zone like?</p> <p><u>Family learning and sharing:</u> Families will be invited in to support the children in making a papermache sphere, which will be used to make their globe.</p>
Leavers play				<p>The children will take part in writing and performing in Year 6’s end of year performance. They will also contribute towards a yearbook.</p>

