








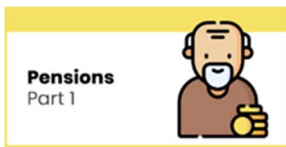






Year 6 Autumn Term

	AUTUMN 1 st Half			Autumn 2 nd Half		
Theme	Revolution			Darwin's Delights		
British Key Question	How did the Victorians change Britain?			How did get here? – exploring Darwin's theory of evolution and the context around his claims, the feelings of others.		
Enhancements	Stage an exhibition to showcase the artwork that they have produced throughout the project. Create signage for their work, describing how it was made and giving each piece a title. Invite others to view their Great Exhibition. Visit to Lanhydrock Mrs Swift to visit – Victorian servants talk Local work to see Victorian legacies (railway) Victorian classroom			Christmas play fund raiser		
Books	Under the Hawthorn Tree by Marita Conlon- McKenna			Darwin's Dragons By Lindsay Galvin		
Addressing Stereotypes	Role of Women (Queen Victoria) Are poor people lazy?			Mary Anning – women scientists		
British Values	Democracy – Women's suffrage and the right to vote Rule of Law – Robert Peel - who was he and what did he achieve? Individual Liberty – Women's suffrage – why should everyone have to right to vote? Mutual Respect & Tolerance – Explore the life and work of Dr Barnardo.			Democracy – The right to protest. Why did Darwin decide to voice his controversial opinions? Rule of Law – What are the conservation laws on the Galapagos Islands and why are they so important? Individual Liberty – Explore Darwin's right to share his ideas. Mutual Respect & Tolerance – What should the reaction to Darwin's theory have been?		
Area of Learning	 <p>The Government Part 1</p>	 <p>Law Part 1</p>	 <p>British Values - Lawmakers & Activists Part 1</p>	 <p>Learning to Working Part 1</p>	 <p>How to Write a CV Part 1</p>	 <p>Self- Perception Part 1</p>
Area of PSHE/SRE	Living in the Wider World	Living in the Wider World	Relationships	Living in the Wider World	Living in the Wider World	Health and Well-Being
PSHE (All NC subject content covered)	Pupils should be taught: <ul style="list-style-type: none"> to know who the current main political parties are. to know who the current Prime Minister is. 	Pupils should be taught: <ul style="list-style-type: none"> to understand what the law is and why we have it. how a law is made and the consequences of not following laws. 	Pupils should be taught: <ul style="list-style-type: none"> to provide young people with the opportunity to interrogate the advantages 	Pupils should be taught: <ul style="list-style-type: none"> about the impact that learning can have on our work life. to find out how exam results can help us to reach our career goals 	Pupils should be taught: <ul style="list-style-type: none"> to understand the importance of writing a CV. to understand what needs to be included in a CV 	Pupils should be taught: <ul style="list-style-type: none"> about what is meant by self-perception. about why self-perception is so important and how it can affect us.


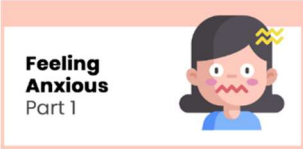




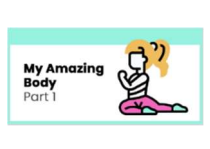
	<ul style="list-style-type: none"> ● to understand the structure of Government and the role of the Prime Minister. ● to explore the roles and responsibilities of the Government. 		<p>and disadvantages of the UK's voting system and skills and knowledge to argue and defend points of view.</p> <ul style="list-style-type: none"> ● about how laws have been changed in the past. ● about how youth activism can challenge any imbalance in power 			about why it is important to accept ourselves for who we are.
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>Phase 1 and 2 – The Government key questions:</p> <p>Who is currently the Prime minister of the UK? Can you name any other political parties? Where does the Prime Minister of the UK live? What does the government do? Are the royal family members of the government? Who has the ability to make and pass laws in our country?</p> <p>Phase 3 and 4 – Law key questions:</p> <p>What is the law? What are the benefits of having laws? What may happen if you break the laws of our country? Who decides on and makes our laws? What can happen if you break the law? How is a law made? Who gives the Bill formal approval for it to become law?</p> <p>Phase 5 and 6 – BV- Lawmakers and Activists key questions:</p> <p>What do you think First Past the Post means? What is an STV – Single Transferable Vote? What is Proportional Representation? What is the electoral system used to elect MPs to the House of Commons? What does proportional representation mean to the government? What is the cabinet? What might be some issues affecting children's rights in the UK? What might be some issues affecting children's rights globally? What strategies can youth activists use to instigate change? What issue did the Race Relations Act address in 1965? In 1979 what issue did CEDAW address? What is an example of a human right given to people with disabilities, stated in the CRPD of 2006 and which the UK agreed to follow in 2009?</p>		<p>Phase 1 and 2 – Learning to Working key questions:</p> <p>Why is learning so important? Can we learn different skills to help our job or career? Why is learning so important for the job that you want to do? What tends to give successful people the success in their lives? Which are the three most important GCSE subjects required by employers? Where might you go to study after the age of 16? Which qualifications might you take at around the age of 18?</p> <p>Phase 3 and 4 – How to write a CV key questions:</p> <p>What is a CV? Why do you need a CV? How should you begin writing your CV? Why do you need a Personal Statement on your CV? Why should you include your qualifications on your CV? Who do you give your CV to?</p> <p>Phase 5 and 6 – Self Perception key questions:</p> <p>What is self-perception? Why is self-perception important? Who has the perfect self-perception? Why should you accept yourself for who you are? How can you accept who you are? Why accept yourself for who you are? How can you learn to accept yourself? Can you change who you are?</p>			
Vocabulary	Prime Minister, General Election, Member of Parliament, democratically, opposition, election	Laws, consequences, responsibility, illegal, legal, respectful, anti-social, punishment	First Past the Post, Single Transferable Vote, Proportional representation, House of Commons, minority	Certificates, achievement, qualifications, GCSE, A Level, BTec, Diploma, exam	Curriculum Vitae, application, personal statement, qualifications, achievement	positive, negative, media, online, self-perception, personality,

Year 6 Spring Term

	Spring 1 st Half			Spring 2 nd Half		
Theme	Blood Heart			Fire Damp and Davy Lamps		
British Key Question	Does your heart belong to Britain?			What will Cornwall do when the tin is gone?		
Enhancements	No additional enhancements.			Geevor Visit St Piran's Day festival		
Books	Pig Heart Boy – Malorie Blackman			The Giant's necklace by Michael Morpurgo		
Addressing Stereotypes	Mary Seacole Florence Nightingale			Bal Maidens		
British Values	Democracy – explore the subject of genetic engineering – should this be allowed Rule of Law – what are the laws on genetics? Individual Liberty – Transplants – should it be a personal choice or an assumed choice? Mutual Respect & Tolerance – What are some of the religious views on transplants?			Democracy – rights and responsibilities (mining disasters) Rule of Law –safety of miners Individual Liberty – Freedom of movement (Cousin Jack) Mutual Respect & Tolerance – Different countries and cultures (Cousin Jack)		
Area of Learning						
Area of PSHE/SRE	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World	Living in the Wider World
PSHE (All NC subject content covered)	Pupils should be taught: <ul style="list-style-type: none"> to understand why it is important to have an organised life. to think about the ways in which we could organise our life. 	Pupils should be taught: <ul style="list-style-type: none"> to understand what a pension is. to know why having a pension is important. to understand how to pay into a pension and know how it works 	Pupils should be taught: <ul style="list-style-type: none"> to understand how negotiation can work in your favour. to explore different ways of negotiation. 	Pupils should be taught: <ul style="list-style-type: none"> about tax, why we pay it and how it works. about National Insurance and what it is for. 	Pupils should be taught: <ul style="list-style-type: none"> about how to become an entrepreneur. about what we might need to build our own business. to understand the difficulties and benefits of business growth and entrepreneurship. 	Pupils should be taught: <ul style="list-style-type: none"> about how banks work and why we need them. identify some national banks. to understand why banks are important in our lives.
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	Phase 1 and 2 –Organisation of Life key questions: What is organisation? Why is it important to be organised? What might happen if you are disorganised? How can being disorganised, untidy and unclean affect your health? What could we do to be more organised? When might we need to be organised? Which mental illness can develop if you are disorganised? Where might you need to be very organised? Phase 3 and 4 –Pensions key questions: What is a pension? Why is a pension important?			Phase 1 and 2 – Tax key questions: What is tax? Why do you have to pay tax? How much tax do you have to pay? What is national insurance? Why do you have to pay national insurance? Which taxes do you recognise that exist now? Phase 3 and 4 – Entrepreneurship, Enterprise and Business key questions: What is an entrepreneur? What would you need to do to become an entrepreneur? Which questions might you need to ask yourself when starting your own business? Where might you go to ask for financial support to start a business?		

	<p>Why is having a pension important? What is it called when you stop working when you get older? How does a pension work? Whose responsibility is it to make sure that you have money in your old age?</p> <p>Phase 5 and 6 – Power of Negotiation key questions: What is negotiation? Why would you negotiate? How might you negotiate? In negotiations, what are 'positions'? What's 'the bottom line'? How many different strategies, tactics or techniques are there of negotiating?</p>			<p>What are the challenges we might face as an entrepreneur? What are the benefits of being an entrepreneur? What difficulties might you face when you start your own business? What benefits might you experience when you start your own business?</p> <p>Phase 5 and 6 – Banks key questions: Who or what is The Bank of England? What is inflation? What are interest rates? In some countries, the government chooses what to produce, how much and for whom. In the UK, it's determined by what people want to buy, and how much businesses can provide – supply and demand. What is supply and demand? How does supply and demand shape the economy? What is a cost of living crisis? What is deflation? How do people keep an eye on the economy?</p>		
Vocabulary	Organised, emotional health, routine, responsibilities, disorganised, strategies	Pension, retirement, earnings, State Pension, national are of retirement	Retirement, National Insurance, salary, government, State Pension, Private Pension	Tax, income, wages, expenditure, National Insurance	Business, employee, employer, entrepreneur, enterprise, opportunity, entrepreneurship	Bank, loan, interest, financial, business

Year 6 Summer Term

	Summer 1 st Half			Summer 2 nd Half			
Theme	Hola Mexico			Frozen Kingdoms			
British Key Question	Why do we have tacos? (discuss the introduction of tacos in the US in 1905 through the creation of the railroads and Mexican migrant workers. Move discussion towards other international foods and traditions that are part of everyday Britain)			Was the Titanic the greatest ship ever built?			
Enhancements	Mexican food tasting			Miss Rowe's friend in research station			
Books	The Curse of the Maya by Johnny Pearce and Andy Loneragan			Non-fiction texts related to topic – Antarctic and Arctic & Brightstorm by Vashti Hardy			
Addressing Stereotypes	Role of women in Mayan culture			Are all explorers men?			
British Values	Democracy – Is Mexico really a democratic country? Explore some of the controversies surrounding the elections in Mexico and it's Class 9 status. Rule of Law – Mayan laws – what were some of the rules that Mayans would follow? Individual Liberty – Why do so many Mexicans try to cross into the US every year? Mutual Respect & Tolerance – What do Americans/Mexicans feel about their bordering neighbours?			Democracy – What responsibilities do we have towards the environmental issues occurring in Antarctica? Rule of Law – Whaling – should Japan still legalise whaling? Individual Liberty – Greta Thunberg – what can one individual achieve? Mutual Respect & Tolerance – Does the human race respect our earth?			
Area of Learning	  			   			
Area of PSHE/SRE	Relationships	Health and Well-Being	Health and Well-Being	Living in the Wider World	Living in the Wider World	Drugs Awareness	RSE
PSHE (All NC subject content covered)	Pupils should be taught: <ul style="list-style-type: none"> to appreciate that Human Rights are often seen as controversial and that some people may want them scrapped. to develop skills and knowledge to participate in open and respectful dialogue and debate about universal rights. to understand that some people may befriend us in order to encourage us to adopt their beliefs. 	Pupils should be taught: <ul style="list-style-type: none"> to understand what it feels like to be anxious. to know what can make us anxious. about what we should do when start to feel anxious. about feeling anxious in different situations 	Pupils should be taught: <ul style="list-style-type: none"> to understand why we sometimes feel angry. about how we can control our anger. to recognise when we feel angry. about the triggers that can make us angry 	Pupils should be taught: <ul style="list-style-type: none"> to ensure that all students have an understanding of the most common injuries and conditions affecting children which may lead to the provision of first aid. to ensure that all students are able to maintain the safety of themselves and others before administering first aid. Students will be 	Pupils should be taught: <ul style="list-style-type: none"> to know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. to develop problem-solving strategies for dealing with emotions, challenges 	Pupils should be taught: <ul style="list-style-type: none"> to understand what drugs and substances are. to understand how to keep themselves safe. to know who to talk to if they are concerned about their health or the health of someone they know. to know the 'positive' and negative effects that drugs have on our bodies and minds. to understand that substances like alcohol 	Pupils should be taught: <ul style="list-style-type: none"> to understand relationships. to know what consent is. to understand intimate relationships. to know what is needed in intimate relationships.

	<ul style="list-style-type: none">● to see that you may be persuaded to join groups whose views and actions are considered extreme.				able to identify when a casualty may require an assessment and possible life support	and change, including the transition to new schools. <ul style="list-style-type: none">● to know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	and tobacco have an effect on the human body. <ul style="list-style-type: none">● to understand the risks and consequences of using substances such as alcohol and tobacco.● to know who they can trust and to be able to say 'no' to peer pressure.	
Key questions / knowledge and understanding to be explained	Phase 1 and 2 – BV Rights and Radicalisation key questions: What are human rights? Should human rights be scrapped or changed? Why is there any debate about them? What might be some reasons for the debate? What is Natural Law? What was the Magna Carter? What are the controversial issues that make politicians want to change Human Rights? What is propaganda? Who or what is a radicaliser? What does it mean if someone is vulnerable to propaganda? What is radicalisation? What is prevent?				Phase 1 and 2 – First Aid and CPR key questions: What is first aid? How important is a primary survey in first aid? Who is LIONEL in an emergency and how can he help? What is a primary survey? What is the recovery position? What is CPR? What are the most common injuries affecting children which lead to the necessity for first aid? What's the role of a first aider if someone near you is injured? What is anaphylaxis? What do you do if someone is burned or scalded? What if someone has an electric shock?			
	Key Knowledge and facts to be recalled				Phase 3 and 4 – Transition key questions: What is to fear about secondary school? What will be the differences between primary and secondary school? What are the most common concerns a Year 6 pupil has about secondary school? What are the best strategies to manage change? Is it true that change is always stressful? What makes a good friend? What are some possible challenges or tricky situations that can arise between friends? Why is friendship at this time trickier? If you think a friend is trying to manipulate you, what can you do? What if the upcoming change of school is making you feel disconnected and distanced from your friend? What if the stress of change is causing conflict?			
	Phase 3 and 4 – Feeling Anxious key questions: What is it like to feel anxious? What can make us feel anxious? What might happen when you feel anxious? What can we do to feel less anxious? What situations can make you feel anxious? What can you do when you feel anxious to make you feel better? Who can you talk to when you are feeling anxious?				Phase 5 and 6 – Drugs, Alcohol and Smoking key questions: What is a drug? Which drugs are legal and which drugs are illegal? What can illegal drugs damage in your body? What is considered a legal drug? When we don't feel well, how can we ensure that we take the prescribed medication responsibly? What effect might smoking, drinking and taking drugs have on our lives? What would you do if you were offered drugs, alcohol or tobacco?			
	Phase 5 and 6 – Recognising and Controlling Anger key questions: Why do we get angry? How can we control our anger? What is anger? What can we do to control our anger? What might make us angry? When might you see or feel anger? What does anger look like? What is a 'trigger'? What might cause you to feel angry?							

	<p>Phase 7 and 8 – My Amazing Body key questions:</p> <p>What is relationship?</p> <p>What does consent mean?</p> <p>What are the keys to a relationship?</p> <p>When is consent needed in a relationship?</p> <p>Which are some of the responsibilities to consider before having an intimate relationship?</p> <p>What is an intimate relationship?</p> <p>What are the basic responsibilities of any relationship?</p> <p>Why do you need to be emotionally, physically and financially ready before making big decisions like having a baby?</p> <p>Why is care, love, respect and trust important for any relationship?</p>						
Vocabulary	controversial, Bill of Rights, informed decisions, debate, communal rights,	worry, anxiety, concern, uncertain, emotions, fear, nervous	emotions, anger, negative, positive, rules, behaviour	Unresponsive, alert, respiratory rate, heart rate, recovery position, CPR (Cardio Pulmonary Resuscitation)	Stressful, change, friendships, positive, respect, qualities, peer pressure, support	Drug, medicine, prescription, drugs, addicted, overdose, legal, illegal, substance	Respect, sexual relationship, penis, vagina, sperm, ovary, fertilisation, embryo, human, offspring, emotions