

# Y6 – Sum 1 - How can one person influence many?



## Impact

### By the end of this unit children will...

Know that the fruits of the earth belong to everyone and should be shared fairly. This is the meaning of the principle 'the common good'. Pupils will reflect on the historical impact of the Maya civilization; how the Maya people lived and the impact they have had on the modern world.

During this topic, pupils will explore how the Maya people worked as a community towards and against the common good, and compare this to other early civilizations studied in KS2, to decide what their response is to our big question, "How can one person influence many?"

## Intent

It is our vision that our children will become advocates for social justice, fighters for sustainability, seekers of equality and leaders seeking to become "builders of a new humanity" Pope Francis. As we work through this unit of work, children will learn how the actions of people of the past impacted on their own societies and on the world today. They will explore how we can learn from this and use those actions to empower our actions today.

## Building the Kingdom

### Big Question

### **How can one person influence many?**

Further questions to explore:  
What brings and keeps people together?  
To what and to whom do we belong?

## Catholic Social Teaching

### Dignity of workers

"He shone a light on the injustice and exploitation of workers by the rich during the Industrial Revolution. He advocated for workers to join forces and fight against inhuman conditions."

Pope Leo XIII, 1891

# How can one person influence many?

## Core Subjects

### Religious Education

#### **Belonging to the Church Community:**

Children will learn about the foundations of the life and teaching of the Catholic Church being rooted in the life and teaching of the Apostles. The children will learn about the role of the Pope and local Bishop in the life of the universal and local Church. They will also explore the life of the local parish community where the faith of God's People is nourished and celebrated.

#### **Pentecost:**

Children will learn about two stories from the New Testament about the coming of the Holy Spirit. Through their study of the Sacrament of Confirmation they will learn about the Gifts and Fruits of the Holy Spirit and how they are important in the lives of Christians.

### Maths

#### **Geometry - Position and Direction:**

Know how to read co-ordinates in all four quadrants.  
Be able to translate co-ordinates through all four quadrants.  
Be able to reflect co-ordinates through both the x-axis and y-axis.

#### **Geometry Shape:**

Measure angles using a protractor  
Know and calculate angles around a point.  
Know and calculate angles in a triangle

### English

Throughout the year pupils will:

- Plan and draft their writing, identifying the audience and purpose for writing
- Proof read and edit their work by making changes to grammar, vocabulary and punctuation.

During this topic, pupils will read about Charles Darwin and write:

Recounts  
Biographies  
Explanations  
Non Chronological Reports.

### Science

#### **Evolution and inheritance**

Pupils will be able to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth
- 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.

# How can one person influence many?

## Foundation Subjects

### History and Geography

#### **North America Continued:**

Year six children will continue to learn about the geographical features of North America. They will learn about the countries that make up NA and their capital cities.

### Art and Design and Design Technology

#### Art – Birds and Wildlife

Year six children will be taught about how to use pencil, white pencil, print, make clay tiles and model to create quality art work that shows progression in skills. The children will have the opportunity to explore the work of the sculptor, Brancusi, and the paper designer, Richard

### Computing

#### **Sensing Movement – Micro:bit**

Children will have the opportunity to use a physical device — the micro:bit. The unit begins with a simple program for pupils to build in and test within the new programming environment, before transferring it to their micro:bit. They will work to create a step counter based on movement.

### Music

Pupils will explore and identify the characteristics of film music. Creating a composition and graphic score to perform alongside a film.

### Physical Education

#### **Cricket:**

- Hand-eye coordination and passing technique.
- Hand-eye coordination and throwing technique.

#### **Outdoor Athletics:**

- Learning a variety of skills to support pace and endurance

### PHSE

Pupils will continue to follow the ten:ten objectives for PSHE including building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.