



### Year 6: Enquiry Questions Overview 2026-2027

|               | Week 1                                                                               | Week 2                                                                             | Week 3                                                                                         | Week 4                                                                          | Week 5                                                              | Week 6                                               | Week 7                                                                                      | Week 8                                                           | Week 9                                       | Week 10 | Week 11 | Week 12 | Week 13 | Week 14 |
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| <b>Autumn</b> | RSHE: How should I react to behaviour that makes me uncomfortable?                   | Computing: How does the internet try to manipulate us?                             | History: Why has our understanding of the Shang dynasty changed so much in the last 200 years? | ODL: Would you survive in the wild?                                             | Art: How can I express my life experiences using just paint?        | History: What is the impact of war?                  | Music: Is it cheating to use technology to compose music?                                   | Art: Can I capture the everyday?                                 | Geography: Does the Silk Road still exist?   |         |         |         |         |         |
| <b>Spring</b> | RSHE: What support systems are out there for me?                                     | DT: How do you become an exceptional designer who creates quality custom products? | Art: Showcase: Can sculptures be metaphors?                                                    | Geography: How does the climate affect the way people live?                     | RE: What do religions and worldviews say to us when life gets hard? | Geography: What's at TQ809860?                       | RE: Is it better to express yourself in arts and architecture or in charity and generosity? | ODL: How can I safely and successfully prepare and light a fire? | Computing: How can a microbit water a plant? |         |         |         |         |         |
| <b>Summer</b> | RE: What do religious and non-religious worldviews teach about caring for the Earth? | DT: How can food bring communities together?                                       | Computing: How can online communication be a positive force?                                   | History: Should the Benin Bronzes belong to us? (London trip - Horniman Museum) | RSHE: When are you really an adult?                                 | Music: What makes a successful ensemble performance? | ODL: How can we reduce the effects of climate change?                                       | RSHE: How shall I prepare for secondary school?                  | Transition                                   |         |         |         |         |         |

### Autumn Term

| When               | Enquiry Question                                                          | Context and enrichment                                                                                                                                    | Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | End Point Assessment                                                                                                                                                                                                                                                                                                                                                                              |
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| Autumn 1<br>Week 1 | <b>RSHE: How should I react to behaviour that makes me uncomfortable?</b> | <b>Focus:</b> Friendships<br><b>Domains:</b> Relationships<br><b>Enrichment opportunity:</b><br><b>Key concept:</b> Connections                           | Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br>Recognise peer pressure and understand how to resist this and how to respond if witnessed or experienced.<br>Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.<br>Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br>Know where to get advice e.g. family, school and/or other sources.<br>Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.<br>Explore risky behaviours and their implications, and know how to keep self and others safe.<br><i>Show awareness of personal rights, privacy and boundaries.</i><br><i>Know how to respond safely and appropriately to adults/children they may encounter (in all contexts, including online) whom they do not know.</i><br><i>Know how to recognise and report feelings of being unsafe or feeling bad about any adult/child.</i><br><i>Know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</i> | Children respond to 3 scenario cards covering different contexts (peer pressure, an online situation, physical contact), for each writing whether it is appropriate, why, and a specific step to get help, including who they would tell and what they would say. They finish with a paragraph on the boundary between an acceptable secret (a surprise party) and one that should never be kept. |
| Autumn 1<br>Week 2 | <b>Computing: How does the internet try to manipulate us?</b>             | <b>Focus:</b> E Safety<br><b>Domain:</b> E Safety<br><b>Concept:</b> Connections and Responsibility<br><b>Enrichment opportunity:</b> E-Safety Assembly - | Identify a range of ways to report concerns about content and contact.<br>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour.<br>To know that it is illegal to download copyrighted material including music, games and images without express written permission from the copyright holder<br>Know that it is illegal to have many social media profiles under the age of 13.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Children analyse 2 mock online content examples (a targeted advert, a persuasive post) identifying the manipulation technique used, then write an extended paragraph explaining why age restrictions exist for social media and games and one way they maintain a positive digital                                                                                                                |

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|                              |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | To understand the effect of online comments and show responsibility and sensitivity when online in order to maintain a positive digital footprint.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | footprint.                                                                                                                                                                                                                                                                                                                                                                                              |
| Autumn 1<br>Week 3<br>Week 4 | <a href="#">History: Why has our understanding of the Shang dynasty changed so much in the last 200 years?</a> | <b>Concept:</b> Connections<br><b>Enrichment opportunity:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | To learn about the achievements of the earliest civilisations: an overview of where and when the first civilisations appeared and an in depth study of one of The Shang Dynasty of China.<br><i>Describe past events, people and developments using dates and terms appropriately and select and organise information to communicate their understanding of the past in different ways.</i><br><i>To analyse the cause and effect of continuity and change over time.</i><br><i>To understand the relationships and impacts of events happening concurrently in different locations.</i><br><i>Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people.</i><br><i>To construct and answer historical questions about change, cause, similarities and differences and of significance relating to the periods studied, investigating and refining their lines of enquiry as appropriate, realising that there is often not a single answer to historical questions.</i><br><i>Confidently seek out, evaluate and critically analyse a wide range of sources and evidence to formulate and test hypotheses about the past.</i><br><i>Identify connections, contrasts and trends over time.</i><br><i>Understand that some evidence from the past is propaganda, opinion or misinformation, and this affects current interpretations of history.</i><br><i>Give informed reasons why people's accounts of history of the same event/time period might be different or the same.</i><br><i>To construct informed responses regarding connections, contrasts and trends over time that involve thoughtful, critical selection and careful organisation of relevant historical information.</i><br><i>To use a wide range of historical vocabulary accurately that allows discussion and analysis and that explores shifts in diversity and culture over time.</i> | Children are given 2 to 3 sources of differing dates and types about the Shang Dynasty and complete a source evaluation table (what each reveals, when it was produced, how reliable it is), then write an extended paragraph (6 to 8 sentences) explaining why interpretations of the Shang dynasty have changed over time, using evidence and historical vocabulary.                                  |
| Autumn 1<br>Week 5           | <a href="#">ODL: Would you survive in the wild?</a>                                                            | <b>Domain:</b> Knotting and Tool Use<br><b>Concept:</b> Experiences and Responsibility<br><b>Enrichment opportunity:</b>                                                                                                                                                                                                                                                                                                                                                                                                        | Produce a piece of work, such as a pallet, that needs a range of tools and techniques to complete.<br>Use tripod, shear or square lashing technique to secure sticks together.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Practical task: children complete a piece of work (such as a pallet) using at least 2 tools and one lashing technique (tripod, shear or square), then present a short pitch, spoken or written, explaining their key design points for peer evaluation.                                                                                                                                                 |
| Autumn 1<br>Week 6<br>Week 7 | <a href="#">Art: How can I express my life experiences using just paint?</a>                                   | <b>Focus:</b> Cityscape Painting<br><b>Key person:</b> Vincent Van Gogh<br><b>Movement:</b> Post-Impressionism<br><b>Media:</b> Oil Paints<br><b>Key concept:</b> Making Connections<br><b>Enrichment opportunity:</b> local walk to take photographs of the city (cityscape images) to be used for later.<br>A virtual tour -<br><a href="https://www.youtube.com/watch?v=SRDEmb5Eo_Y&amp;list=PLp9bGKxyieV2dOIQUVMq0i_5QSShvghVP">https://www.youtube.com/watch?v=SRDEmb5Eo_Y&amp;list=PLp9bGKxyieV2dOIQUVMq0i_5QSShvghVP</a> | To experiment with mood and colour and to justify their chosen colour palette, tools, scales and techniques used for their desired outcome.<br>To apply knowledge of tertiary colours, warm and cold colours, the effect of light and colour, texture and tone to create a composition.<br><i>To independently develop a range of ideas showing curiosity, imagination and originality and systematically investigate, research, and test ideas and plans using sketchbooks and other appropriate approaches.</i><br><i>To analyse and critique own artwork and that of others, making links and comparisons.</i><br><i>To know how to describe, interpret, critique and explain the work, ideas and working practices of some significant artists, architects, craftspeople and designers studied, taking account of the influence of different social, historical and cultural contexts, and the impact of these on their work.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Children create a small painting study using tertiary colours, warm and cold colour choices, and one technique for light or texture, then write an artist's statement (4 to 5 sentences) justifying their chosen palette, tools and techniques and explaining the message or emotion behind their composition.<br> |
| Autumn 2<br>Week 8           | <a href="#">History: What is the impact of war?</a>                                                            | <b>Focus:</b> Refugees<br><b>Concept:</b> Connections and Responsibility<br><b>Enrichment opportunity:</b> Sensitively interview members of our community who may have been affected by having to move due to war. RNA member.                                                                                                                                                                                                                                                                                                  | <i>Describe past events, people and developments using dates and terms appropriately and select and organise information to communicate their understanding of the past in different ways.</i><br><i>To analyse the cause and effect of continuity and change over time.</i><br><i>To understand the relationships and impacts of events happening concurrently in different locations.</i><br><i>Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people.</i><br><i>To construct and answer historical questions about change, cause, similarities and differences and of significance relating to the periods studied, investigating and refining their lines of enquiry as appropriate, realising that there is often not a single answer to historical questions.</i><br><i>Confidently seek out, evaluate and critically analyse a wide range of sources and evidence to formulate and test hypotheses about the past.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Children examine 2 sources related to refugees or displacement caused by war and complete a source evaluation grid, then write a short news report, in role as a journalist, on the theme of migration, drawing on the causes and consequences studied and referencing at least one piece of evidence.                                                                                                  |

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|                                                                       |                                                                  |                                                                                                                                                                                                                                                                                                                           | <p>Identify connections, contrasts and trends over time.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and this affects current interpretations of history.</p> <p>Give informed reasons why people's accounts of history of the same event/time period might be different or the same.</p> <p>To construct informed responses regarding connections, contrasts and trends over time that involve thoughtful, critical selection and careful organisation of relevant historical information.</p> <p>To use a wide range of historical vocabulary accurately that allows discussion and analysis and that explores shifts in diversity and culture over time.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                       |
| Autumn 1<br>Week 9<br>Week 10<br>Week 11<br><br>Expert teacher:<br>AT | <b>Music: Is it cheating to use technology to compose music?</b> | <b>Focus:</b> Composition and Performance<br><b>Instrument(s):</b> Music Technology<br><b>Key musician and song(s):</b><br><b>Genre/Tradition:</b><br><b>Enrichment opportunity:</b> Music visitor<br><b>Domains:</b> Composing, Musicianship and Performance<br><b>Key concept:</b> Connection, Experiences, Acceptance. | In small groups, create music with multiple sections that include repetition and contrast. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.<br>Compose a ternary (ABA) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.<br>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.<br>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.<br>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.<br>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).<br>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.<br>Read and play from notation a four-bar phrase, confidently identifying note names and durations. | Children compose a short ternary (ABA) piece using music software or apps, including dynamic contrast, then write a reflective paragraph explaining how technology helped or limited their composition process, giving their own reasoned view on the enquiry question.                                                                                                               |
| Autumn 2<br>Week 12                                                   | <b>Art: Can I capture the everyday?</b>                          | <b>Focus:</b> Drawing<br><b>Key person:</b> LS Lowry<br><b>Movement:</b> Naive<br><b>Media:</b> sketching pencils<br><b>Key concept:</b><br><b>Enrichment opportunity:</b> visit the Cliffs to sketch people and traffic whizzing by down below.                                                                          | To choose a style of drawing, select media and use a range of techniques for a specific purpose, justifying their choice.<br>To demonstrate creativity and mastery of drawing techniques.<br>To use a range of techniques to produce increasingly accurate drawings.<br>To accurately apply their technical knowledge of line, shape, space, shading, light and shadow, tone and texture to add depth and realism to their images.<br>To understand and be able to draw a focal point and the horizon to create perspective within drawings.<br><i>To independently develop a range of ideas showing curiosity, imagination and originality and systematically investigate, research, and test ideas and plans using sketchbooks and other appropriate approaches.</i><br><i>To analyse and critique own artwork and that of others, making links and comparisons.</i><br><i>To know how to describe, interpret, critique and explain the work, ideas and working practices of some significant artists, architects, craftspeople and designers studied, taking account of the influence of different social, historical and cultural contexts, and the impact of these on their work.</i>                                                                        | Children complete a drawing from observation using a focal point, perspective and at least one technique for depth (shading, tone), then write a short evaluation identifying which techniques they used to capture movement and energy, and one similarity or difference with LS Lowry's style.  |
| Autumn 2<br>Week 13<br>Week 14                                        | <b>Geography: Does the Silk Road still exist?</b>                | <b>Domain:</b> Locational Knowledge, Place Knowledge, Human and Physical.<br><b>Concept:</b> Connections..<br><b>Enrichment opportunity:</b> virtual tour of China's Belt and Road Initiative                                                                                                                             | Locate the countries in Asia (using atlases, globes and digital/computer mapping) comparing and contrasting their countries, their major cities, their environmental regions, their key human and physical characteristics and drawing on geographical knowledge when generating reasons for similarities and differences between regions.<br>Understand geographical similarities and differences through the study of human and physical geography of a region in Asia.<br>Describe and understand key aspects of human geography including economic trade routes and the positive and negative impacts this can have on a local and global level.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Children complete an annotated diagram of a modern trade route across Asia, comparing it to the historic Silk Road, then write a paragraph explaining one positive and one negative impact of this trade at a local and global level, reaching a reasoned conclusion on the enquiry question.                                                                                         |
| <b>Spring Term</b>                                                    |                                                                  |                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>When</b>                                                           | <b>Enquiry Question</b>                                          | <b>Context and enrichment</b>                                                                                                                                                                                                                                                                                             | <b>Learning Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>End Point Assessment</b>                                                                                                                                                                                                                                                                                                                                                           |
| Spring 1<br>Week 1                                                    | <b>RSHE: What support systems are out there for me?</b>          | <b>Focus:</b> Mental Health<br><b>Domains:</b> Mental Health                                                                                                                                                                                                                                                              | 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).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Children research one support service, school-based or a local charity, using provided information, and interview a                                                                                                                                                                                                                                                                   |

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|                                                    |                                                                                                  | <p><b>Enrichment opportunity:</b> Visit from local charities: mental health charity, food bank, HARP, etc.</p> <p><b>Key concept:</b> Responsibility, Connections and Acceptance.</p>                                                                                                                                                                                                                                                                    | <p>Know it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Know the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>partner about whether that support meets pupils' needs, then write a summary identifying one gap and one recommendation, feeding into real feedback for the school's senior leadership team.</p>                                                                                                                                                                            |
| Spring 1<br>Week 2<br>Week 3                       | <p><b>DT: How do you become an exceptional designer who creates quality custom products?</b></p> | <p><b>Focus:</b> To make a functioning and purposeful bag.</p> <p><b>Key person:</b> Vivienne Westwood</p> <p><b>Key concept:</b> Responsibility and Experiences.</p> <p><b>Domains:</b> Design, Technical Knowledge, Make and Evaluate.</p> <p><b>Enrichment opportunity:</b> Possible opportunity to visit the local boutique shops in Southend high street to conduct market research. Visit from Esther and Lisa or parent who works in fashion.</p> | <p>Complete detailed competitor analysis of other products on the market.</p> <p>Use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market.</p> <p>Design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user, identifying concepts that need refining to meet the needs of the target audience.</p> <p>Generate, test, refine, develop and model a range of design ideas and clearly communicate final designs through prototypes and/or computer-aided design, considering the availability and costings of resources when planning out designs.</p> <p>To combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing, accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials and/or textiles, according to their functional properties and aesthetic properties.</p> <p>Demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product.</p> <p>Join textiles using a variety of stitches.</p> <p>Apply their knowledge of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Critique and solve their own design problems and demonstrate resourcefulness when tackling practical problems, making changes where needed.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work through market research.</p> | <p>Children complete a competitor analysis of 2 existing bag products against their own design criteria, then write an evaluation explaining how they combined design elements from at least one inspirational designer studied, justifying their material and construction choices.</p>    |
| Spring 1<br>Week 4<br>Week 5<br><br>Showcase event | <p><b>Art: Can sculptures be metaphors?</b></p>                                                  | <p><b>Focus:</b> Sculpture</p> <p><b>Key person:</b> Elisabeth Frink</p> <p><b>Movement:</b> Post-War British</p> <p><b>Media:</b> Clay</p> <p><b>Key concept:</b> Making Connections</p> <p><b>Enrichment opportunity:</b> Visit from a local sculptor to showcase first-hand sculpting skills.</p>                                                                                                                                                     | <p>To revisit and refine clay work techniques for manipulating clay, including: rolling, kneading, pinching, cutting, carving; for creating surface texture including by carving and printing textures and patterns; and or joining clay including pinching, twisting, score/slips.</p> <p>To select tools for accuracy in adding detail and texture to a 3D form.</p> <p>To refine finishes using appropriate techniques and tools to improve their mastery.</p> <p><i>To independently develop a range of ideas showing curiosity, imagination and originality and systematically investigate, research, and test ideas and plans using sketchbooks and other appropriate approaches.</i></p> <p><i>To analyse and critique own artwork and that of others, making links and comparisons.</i></p> <p><i>To know how to describe, interpret, critique and explain the work, ideas and working practices of some significant artists, architects, craftspeople and designers studied, taking account of the influence of different social, historical and cultural contexts, and the impact of these on their work.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Children create a small clay sculpture study of an animal form using 2 clay techniques (e.g. pinching, carving) to add texture, then write a short statement explaining what their sculpture's form and texture represent metaphorically, referencing Elisabeth Frink's approach.</p>  |
| Spring 1<br>Week 6                                 | <p><b>Geography: How does the climate affect the way people live?</b></p>                        | <p><b>Domain:</b> Human and Physical, Geography skills and Fieldwork</p> <p><b>Concept:</b> Responsibility.</p> <p><b>Enrichment opportunity:</b> Visit from a family member who may be able to talk about the changes in their home country over the last few decades.</p>                                                                                                                                                                              | <p>Describe, understand and explain key aspects of physical geography including climate zones, biomes and vegetation belts and how these can affect populations in advantageous and adverse ways.</p> <p>Give an educated opinion, informed by the analysis of geographical data, on an environmental issue affecting an area, with reasoning and potential solutions for this environmental issue e.g economic activity in Asia and the wider impact on pollution.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Children complete a table linking 2 climate zones or biomes to specific ways of life (housing, farming, clothing), then write a paragraph giving an educated opinion, supported by data provided, on an environmental issue affecting a chosen area, with a potential solution.</p>                                                                                         |

| Spring 2<br>Week 7            | <b>RE: What do religions and worldviews say to us when life gets hard?</b>                         | <b>Domain:</b> Believing<br><b>Concept:</b> Acceptance and Connection<br><b>Enrichment opportunity:</b>                                                                                                                 | Express ideas about how and why religion can help believers when times are hard, giving examples.<br>Outline Christian, Hindu and/or non-religious beliefs about life after death. - Learn some key concepts about life after death in Christianity (such as judgement, heaven, salvation through Jesus); and Hindu Dharma (karma, soul, samsara, reincarnation and moksha); also, one non-religious view about what happens after death, e.g. Humanism.<br>Explain some similarities and differences between beliefs about life after death. | Children complete a comparison table of Christian, Hindu and one non-religious view (e.g. Humanism) on life after death, identifying at least one similarity and one difference, then write a paragraph explaining how belief in an afterlife might help someone facing a hard time.                                                                                                         |
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| Spring 2<br>Week 8            | <b>Geography: What's at TQ809860?</b>                                                              | <b>Domain:</b> Geography skills and Fieldwork<br><b>Concept:</b> Connections, Experiences, Responsibility.<br><b>Enrichment opportunity:</b> Go and find what is at TQ809860. (Hadleigh Castle)                         | To use 8 points of a compass, six figure grid references, OS symbols and keys (including the use of Ordnance Survey maps) to navigate and develop their knowledge of the wider world.<br>Pose a geographical question and use fieldwork skills (including the use of digital technologies) to find out about the physical and human geography in a different area of the UK from previous years: collect statistical data, record, analyse and present findings to draw conclusions.                                                          | Children use an OS map, an 8-point compass and six-figure grid references to plan and describe a route to a given location, then pose their own geographical question about the site and explain what fieldwork data they would collect to answer it.                                                                                                                                        |
| Spring 2<br>Week 9<br>Week 10 | <b>RE: Is it better to express yourself in arts and architecture or in charity and generosity?</b> | <b>Domain:</b> Expressing<br><b>Concept:</b> Acceptance and Connection<br><b>Enrichment opportunity:</b> Visit to or from HARP charity workers.                                                                         | Describe and make connections between examples of religious creativity (buildings and art).<br>Suggest reasons why some believers see generosity and charity as more important than buildings and art.<br>Examine the title question from different perspectives, including their own.                                                                                                                                                                                                                                                        | Children examine 2 examples, one of religious art or architecture and one of charity or generosity, and complete a comparison table of what each expresses about belief, then write a balanced argument (6 to 8 sentences) giving their own reasoned view on the question from multiple perspectives.                                                                                        |
| Spring 2<br>Week 11           | <b>ODL: How can I safely and successfully prepare and light a fire?</b>                            | <b>Domain:</b> Risk Management<br><b>Concept:</b> Experiences and Responsibility<br><b>Enrichment opportunity:</b> Invite a family member in for a hot chocolate around a fire the children have successfully prepared. | Prepare a fire by independently choosing tools, modelling safe working throughout.                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Practical task: children independently select tools and prepare a fire, modelling safe practice throughout, then complete a written risk assessment identifying 2 hazards they managed and how, ready to demonstrate safe fire-lighting at a parents' event.                                                                                                                                 |
| Spring 2<br>Week 12           | <b>Computing: How can a microbit water a plant?</b>                                                | <b>Focus:</b> Programming: Inputs and Outputs<br><b>Domain:</b> Computer Science<br><b>Concept:</b> Experiences<br><b>Enrichment opportunity:</b>                                                                       | Apply programming skills to create a program that accomplishes a specific goal, including controlling or simulating physical systems.<br>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.                                                                                                                                                                                                                                                                        | Children test their microbit programme against a moisture-sensing scenario, using logical reasoning to identify and correct one error, then write a step-by-step explanation of how their algorithm works.<br><br><a href="https://makecode.microbit.org/projects/plant-watering">https://makecode.microbit.org/projects/plant-watering</a>                                                  |
| <b>Summer Term</b>            |                                                                                                    |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>When</b>                   | <b>Enquiry Question</b>                                                                            | <b>Context and enrichment</b>                                                                                                                                                                                           | <b>Learning Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>End Point Assessment</b>                                                                                                                                                                                                                                                                                                                                                                  |
| Summer 1<br>Week 1<br>Week 2  | <b>RE: What do religious and non-religious worldviews teach about caring for the Earth?</b>        | <b>Domain:</b> Living<br><b>Concept:</b> Acceptance and Connection<br><b>Enrichment opportunity:</b> Visit to or from some at Essex Wildlife Trust to talk about care of our Earth.                                     | Make connections between beliefs about the earth and activist behaviour in different religions.<br>Understand the challenges facing the planet and responses from different religions.<br>Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'.                                                                                                                                                                                                                           | Using the Greta Thunberg case study provided, children write an extended response answering 2 of the key questions posed (e.g. "Does the Earth belong to God?", "Why do humans pollute their own earth?"), making connections between her non-religious worldview and at least one religious view on caring for the Earth, then propose one collaborative action needed to "save the Earth." |
| Summer 1<br>Week 3<br>Week 4  | <b>DT: How can food bring communities together?</b>                                                | <b>Focus:</b> Making a celebratory savoury meal representing the diverse families of Barons Court.<br><b>Key person:</b> Saliha Mahmood Ahmed<br><b>Key concept:</b> Connection.                                        | Research, plan and prepare and cook a savoury dish for a target audience and for a special occasion, applying their knowledge of seasonality of ingredients and their technical skills.<br>Complete detailed competitor analysis of other products on the market.                                                                                                                                                                                                                                                                             | Children complete a competitor analysis and design evaluation of their planned celebratory dish, explaining how their recipe represents a chosen culture or                                                                                                                                                                                                                                  |

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|                              |                                                                     | <b>Domains:</b> Cooking and Nutrition<br><b>Enrichment opportunity:</b> Invite families in to share each other's food.                                                                   | Generate, test, refine, develop and model a range of design ideas and clearly communicate final designs through prototypes and/or computer-aided design, considering the availability and costings of resources.<br>To follow and explain safe procedures for food safety and hygiene (using knowledge of microorganisms).<br>To create and refine recipes with creativity including ingredients, methods, cooking times and temperatures, to meet the needs of the target audience and occasion.<br>Understand and apply the principles of a healthy and varied diet to their dish and explain the balance of the components of their dish.<br>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work through market research.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | background and meets healthy eating principles, then evaluate their finished dish against their design criteria with one improvement.<br>                                                                                                                                               |
| Summer 1<br>Week 5           | <b>Computing: How can online communication be a positive force?</b> | <b>Focus:</b> Technology around us<br><b>Domain:</b> Information Technology<br><b>Concept:</b> Communication<br><b>Enrichment opportunity:</b> To share form with year four to complete. | Explain how sharing information online can help people work together.<br>To recognise how we communicate using technology.<br>To evaluate different types of online communication.<br>Use advanced searches when using search engines.<br>Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.<br>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Children complete the end-of-topic multiple-choice quiz, then extend it with one written response explaining, with an example, how sharing information online can help people work together, and one way to evaluate whether an online source is reliable.                                                                                                                 |
| Summer 2<br>Week 6<br>Week 7 | <b>History: Should the Benin Bronzes belong to us?</b>              | <b>Concept:</b> Responsibility<br><b>Enrichment opportunity:</b> Horniman Museum                                                                                                         | To learn about a non-European society that provides contrasts with British history.<br><i>Describe past events, people and developments using dates and terms appropriately and select and organise information to communicate their understanding of the past in different ways.</i><br><i>To analyse the cause and effect of continuity and change over time.</i><br><i>To understand the relationships and impacts of events happening concurrently in different locations.</i><br><i>Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people.</i><br><i>To construct and answer historical questions about change, cause, similarities and differences and of significance relating to the periods studied, investigating and refining their lines of enquiry as appropriate, realising that there is often not a single answer to historical questions.</i><br><i>Confidently seek out, evaluate and critically analyse a wide range of sources and evidence to formulate and test hypotheses about the past.</i><br><i>Identify connections, contrasts and trends over time.</i><br><i>Understand that some evidence from the past is propaganda, opinion or misinformation, and this affects current interpretations of history.</i><br><i>Give informed reasons why people's accounts of history of the same event/time period might be different or the same.</i><br><i>To construct informed responses regarding connections, contrasts and trends over time that involve thoughtful, critical selection and careful organisation of relevant historical information.</i><br><i>To use a wide range of historical vocabulary accurately that allows discussion and analysis and that explores shifts in diversity and culture over time.</i> | Children examine 2 sources presenting different perspectives on the ownership of the Benin Bronzes and complete a source evaluation table, then write a balanced argument (8 to 10 sentences) with a reasoned conclusion, referencing evidence and the theme of power and strength in Western Africa.                                                                      |
| Summer 2<br>Week 8           | <b>RSHE: When are you really an adult?</b>                          | <b>Focus:</b> RSE<br><b>Domains:</b> Growing and Changing<br><b>Enrichment opportunity:</b><br><b>Key concept:</b> Acceptance                                                            | Understand bodily changes from childhood to adulthood.<br>Discuss what is acceptable and unacceptable touch within the context of different loving relationships.<br>Know about where to get more information, help and advice about growing and changing, especially about puberty.<br>Describe the responsibilities associated with having a baby, and how babies need to be cared for.<br>Discuss what attraction and love are.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Children take part in a small-group structured discussion, with question prompts provided, on bodily changes from childhood to adulthood and what is acceptable or unacceptable touch, then individually write a reflection identifying one change discussed and where they could go for more information or help. Run in small groups or 1:1 given the sensitive content. |
| Summer 2<br>Week 9           | <b>Music: What makes a successful ensemble performance?</b>         | <b>Focus:</b> Singing, Listening and Performance<br><b>Key musician and song(s):</b> TBC<br><b>Genre/Tradition:</b> Musical                                                              | Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | In small groups, children perform a section of their repertoire including a syncopated rhythm, positioned randomly                                                                                                                                                                                                                                                         |

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|                     |                                                              | <b>Enrichment opportunity:</b> End of Y6 Performance<br><b>Domains:</b> Singing, Listening and Performance<br><b>Key concept:</b> Connection, Experiences, Acceptance.                                                           | Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.<br>Appreciate and understand live and recorded music drawn from different traditions and from great composers and musicians, and recall sounds with increasing aural memory, expressing comparisons using musical terminology.                   | rather than in discrete parts, then complete a structured self or peer evaluation using musical terminology (ensemble, balance, phrasing) to identify one strength and one improvement.                                                                                                                                                       |
| Summer 2<br>Week 10 | <b>ODL: How can we reduce the effects of climate change?</b> | <b>Domain:</b> Environmental Awareness<br><b>Concept:</b> Responsibility<br><b>Enrichment opportunity:</b> To take part in a local rewilding project.                                                                            | To identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact.                                                                                                                                                                                                                                                                                                                                                                                     | Children identify the possible consequences of one environmental issue, then rank a set of 5 to 6 possible climate actions (food miles, renewable energy, rewilding, reducing energy use) in order of potential impact, justifying their top choice in writing before a class debate.                                                         |
| Summer 2<br>Week 11 | <b>RSHE: How shall I prepare for secondary school?</b>       | <b>Focus:</b> Transitions<br><b>Domains:</b> Living in the Wider World<br><b>Enrichment opportunity:</b> To have tutors from Secondary school visit to discuss transition.<br><b>Key concept:</b> Responsibility and Connections | Know about the new opportunities and responsibilities that increasing independence may bring.<br>Know strategies to manage transitions between primary and secondary school.<br>Identify new skills that might need to be learned for the transition to secondary school, e.g. tying a tie, getting a train or bus, etc.<br>Know how to predict, assess and manage risk in different situations.<br>Know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. | Children complete 2 practical mini-challenges from a set (reading a bus or school timetable, practising tying a tie, planning homework using a planner) and self-assess their success, then write a short reflection identifying one new skill they now feel confident with and one strategy for managing the transition to secondary school. |