

What is so amazing about the USA?	Derry Hill C of E Primary School	Year 6: Term 2: Autumn 2026	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
Geography What is so amazing about the USA? 	• The United States • North America • Continents • Land Use • Natural Features • Man-made Features • Human geography • Physical geography • Geographical • Density • Population • Agriculture • Climate -	- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	LI: To explore the USA and its key features Lesson 1: The children will look at different pictures of places in the USA and will sort them according to the different features. Discuss the features and compare to those that we have in the UK. The children will then use a blank map of the USA and an atlas and will identify key features and states LI: To understand the physical landscape of the USA Lesson 2: Children study the Grand Canyon and investigate how this physical feature may have been formed. Look at the concept of erosion and consider places in the UK that may also have been affected by this LI: To identify the density and distribution of the USA population Lesson 3: Look at some maps of the USA which show density or the population. Discuss what the maps show. Discuss the reasons for this spread in population density. Look at how the population has changed over time. Look

at some graphs and data and discuss. Children to compare population in the USA to the UK

LI: To explore the climate of the USA

Lesson 4: Look at some graphs showing rainfall and climate and discuss the patterns they show. Discuss the reasons for the different climate across the USA. Compare the states of Mississippi and California and then look at climate in the UK

LI: To explore agriculture and farming across the USA

Lesson 5: Children will look at the types of foods that are produced by the USA. They will look at agriculture and farming across the USA and analyse maps which show this. The children will explore what farming crops there are across the USA and will look at factors that affect farming

LI: To explore a major city in the USA

Lesson 6: Children to look in detail at New York City. Explore how this city has changed over time. Explore the humans and physical features of this city and compare to a major city in the UK e,g, London or Manchester

National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
Science Living Things and Their Habitats 	• Classification • Similarities • Differences • Characteristics • Hierarchy • Carl Linnaeus • Microorganisms • Ecosystem • Habitat	• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics. • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests	LI: Classify animals and plants Lesson 1: The children will explain how living things are classified by designing their own chart and comparing their size They will describe how to classify a range of living animals and plants and will identify ways to differentiate living things LI: To understand the kingdoms of life Lesson 2: The children will explain a key feature or member of each animal kingdom They will understand MRS GREN and how a living organism follows these rules and know that living organisms can be arranged into kingdoms LI: Classify living things using the Linnaeus system Lesson 3: The children will explain how different organisms can be classified using the Linnaean system. They will understand how an animal can be classified depending on its characteristics and will use research to help classify a living organism LI: Identify the characteristics of different microorganisms Lesson 4: The children will represent research and data in a creative way to summarise knowledge They will know and explain that microorganisms are both helpful and harmful and understand that microorganisms are

			microscopic and cannot be seen with the naked eye LI: Investigate asexual reproduction through seed dispersal Lesson 5: The children will explain the differences between fungi and other organisms. They will outline the similarities between plants and fungi and identify that fungi are a separate kingdom to plants. LI: To classify and describe a living organism Lesson 6: The children will describe, represent and present data about a living organism. They will describe and represent data about a member of the animal kingdom and represent data about a member of the animal kingdom
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
RE Why does it matter how we live? 	• Commandment • Imago Dei • Tawhid • Five Pillars • Agape • Stewardship • Zakat • Sadaqat • Free will • Conscience • Judgement	• To read holy books like the Bible and the Quran to find clues about how people should live. • Explain how someone's inner beliefs change the outer world and help other people. • Discuss tricky choices by looking at them from different points of view • Spot things that are exactly the same and things that are	LI: To discuss what a blueprint for a good life looks like Lesson 1: The children will be introduced to the key question and will consider what they think the blueprint for a good life looks like. They will look at the ideas of Christians and Muslims LI: To distinguish between following strict rules and weighing up the consequences of our actions Lesson 2: The children will consider the dilemma between following rules whilst

totally different between world religions.

- Look at all the evidence to write my own **big answer** to the question: "*Why does it matter how we live?*"

thinking about the consequences. They will look at the Christian view of Agape love and will create an action ticket, justifying their choices to a moral dilemma

LI: Explore how Christians work together to make changes in the world

Lesson 3: The children will look at Christian Aid and research what they do. They will create some imaginary messages explaining Christian Aid focusing on Agape, Stewardship and community

LI: Discover how the Muslim community support each other

Lesson 4: The children will learn about Zakat and Sadaqat and how this allows Muslims to live a good live and help each other. They will create a Sadaqat menu focusing on the action, the impact and the connection.

LI: To explore how we know what's right

Lesson 5: The children will look at the idea of God/Allah giving use free will. They will compare and contrast this against the Humanist view of free will and will design their own 'Shield of Choice'

LI: To discuss whether our choices matter eternally

Lesson 6: The term will conclude with the children discovering how Christians, Muslims

			and Humanists view the ultimate, lasting impact of our lives.
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Spanish Spanish Portraits 	• los ojos • el pelo • corto • largo • liso • ondulado • rizado • una barba • un bigote • una boca • una ceja • una nariz • una oreja • Lleva gafas	• Use context to deduce the meaning of new vocabulary. • Select the correct vocabulary to describe a person's hair and face. • Read and translate a description of a portrait. • Listen and select information from a short passage to give an appropriate response. • Describe a portrait orally. • Use a variety of language to describe both hair and facial features. • Create a detailed written description of a portrait. •	Lesson 1: To use language detective skills to infer meaning Lesson 2: To describe a person's hair and eyes Lesson 3: To translate portrait descriptions Lesson 4: To describe plural nouns Lesson 5: To describe portraits orally Lesson 6: To compose a written description of a portrait
National Curriculum Subject	Key Vocabulary	National Curriculum Objectives	Overview of Learning
Art American Artists	• Composition • Artists • Artistic style • Sculptors	• To create sketch books to record their observations	During this topic, the children will study a range of American artists, sculptors and designers such as John Singer Sergeant, Helen Frankenthaler, Jean-Michel Basquait, Ansel



- Painters
- Materials
- Observations
- Techniques
- Landscape architects

and use them to review and revisit ideas

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- Learn about great artists, architects and designers in history

Adams and Frank Lloyd Wright. They will experiment with a range of art techniques, including collage, painting and sculpting. They will use their sketchbooks to create the other half of famous image and draw patterned skulls. Furthermore, the children will make collage landscapes, create body abstracts and even become an artist's model!

National Curriculum Subject

Key Vocabulary

National Curriculum Objectives

Overview of Learning

Computing

Graphic Design



- Grouping
- Gradient
- Transparency/opacity
- Colour picker
- Arrange

- Know how to add, adjust and fill shapes
- Know how to group shapes to improve accuracy and speed.
- Know how to add and customise gradient effects.
- Know how to adjust transparency/opacity for a purpose.
- Know how to use a colour picker correctly (Keynote and PowerPoint only). –
- Know how to accurately rotate shapes.

The children will recreate the Apple calculator icon by learning how to use shapes, fill and group objects. They will then recreate the weather icon by using gradient fill, transparency/opacity and the colour picker tool. Finally, they will recreate the photos app icon by using the above skills as well as learning to rotate shapes.

National Curriculum Subject	Key Vocabulary	National Curriculum Objectives	Overview of Learning
PSHE A World Without Judgement – British Values 	• Inclusion • Discrimination • Disability • Differences • Acceptance • Judgement • Diversity • Entitled • Equal rights • Barrier • Stereotype • Equality	• Understand that there are a wide range of religions and beliefs in the UK • Describe each of the British values • Create a range of values for your educational setting • Explain how all religions can live in cohesion	In Year 6, children consolidate and extend their understanding of respect, equality and British values by exploring how people of different religions and beliefs can live together in a diverse society. They learn about the range of beliefs represented in the UK and develop a clearer understanding of each of the British values. Pupils consider how shared values support fairness and cohesion within communities and create their own set of values for their educational setting.
National Curriculum Subject	Key Vocabulary	Objectives	Overview of Learning
Music Rock and Roll / Songs in Civil Rights Movement. 	• Beat • Melody • Tempo • Beat-boxing • Verse • In parts • Round • Lyrics • Rhythmic patten • Pitch • Sharp • Gospel • Blues • Jive	• Understand the history of Rock and Roll and describe key features of the genre. • Stay in time to a piece of music when moving to it. • Explain what a walking bass is and play the walking bass to 'Rock around the Clock' in time with a tutorial. • Explain what 'protest music' is and how this was important to the American Civil Rights movement.	Our exciting music topic will allow the children to explore the different types of music which have originated from the USA – Jazz, Rock and Roll, blues and Soul. They will have the opportunity to research the instruments which are synonymous with these styles of music and listen to a selection of live tracks where they will comment on the composition. Furthermore, the children will create their own music, based on these styles and will perform by using their voices and playing a range of musical instruments.

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| | | <ul style="list-style-type: none">• Compare two versions of a Gospel / Rhythm and Blues song and identify similarities and differences.• Learn to sing a song in 3 parts and keep my melody going in time.• Write new lyrics to a protest song and perform it with my group | |
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