

English

Reading: *The Arabian Nights*. Reciprocal Reading around the texts *Ali Baba and the Forty Thieves*, *The Three Brothers* and *Baba Abdulla*. Links to Ali's inventions and those of Mediaeval Islamic cultures – also the life-changing experiences that inspire the characters in each tale.

Writing: Narrative – complete the next scene of the story of *Ali Baba* incorporating use of dialogue to convey character and action.
 Persuasive Advert to sell own invention (DT link); Advert to join the *Forty Thieves*.
 Poetry – Inspirational poetry linked to topic and reading.

SKILLS: Understand beliefs and teachings. This concept involves understanding the key teachings of various religions. Reflection. This concept involves an appreciation of how religion plays an important role in the lives of some people. Understand practices and lifestyles. This concept involves understanding the day to day lives and practices of various religions.

- 1) Knowledge – remembering Can we present the key teachings of Islam, refer to religious figures and holy books to explain answers, describe how believers express the meaning of religious festivals through symbols, stories and rituals?
- 2) Comprehension – understanding. Can we consider the meaning and importance of the of the 5 pillars of Islam and how this will inspire the day-to-day lives of the followers of Islam?
- 3) Application – applying Can we look at how and why Muslims treat the Quran with the utmost respect? Can children recognise and expressing feelings about their own identities and inspirations?
- 4) Analysis – analysing Can we compare and contrast the key elements of different religions covered this year?
- 5) Synthesis – creating Can we discuss the importance and practice of prayer? Children are to design their own prayer mat.
- 6) Evaluation – evaluating. Children are to explore Islamic artefacts. Through the inspection and discussion of religious artefacts, can we create a P4C question to be discussed?

SKILLS: Identify some of the great designers in the areas of study to generate ideas for designs. Design with purpose by identifying opportunities to design. Make products by working efficiently (such as by carefully selecting materials). Refine work and techniques as work progresses, continually evaluating the product design.

- 1) Knowledge – remembering. Can we use our knowledge of everyday life to write a list of inventions which would make a positive impact? (Link to inspiration from History – Ancient Baghdad.)
- 2) Comprehension – understanding. Can we imagine an invention which would improve our lives? Can we explain how we are going to make our invention and set our own design criteria?
- 3) Application – applying. From the information gathered, can we produce a design of what our invention will look like and provide a list of materials needed?
- 4) Analysis – analysing. Can we compare our designs with each other and provide constructive feedback to offer suggestions for improvement?
- 5) Synthesis – creating. Can we construct an invention using our designs?
- 6) Evaluation – evaluating. Can we evaluate our invention/design against our own design criteria and consider the views of others to improve our work?

D.T.

Imagine, Invent, Inspire Year 6

R.E.

Art

History Ancient Baghdad

SKILLS: To use appropriate historical vocabulary; to understand chronology; to describe the social, ethnic, cultural or religious diversity of past society; to understand how our knowledge of the past is constructed from a range of sources; to seek out and analyse a wide range of evidence in order to justify claims about the past.

- 1) Knowledge – remembering. Can children create a time line of the Middle East and identify where Medieval Baghdad sits within this chronology?
- 2) Comprehension – understanding. Can children understand the causes of change and identify the religious, political and societal impacts? Can we study the history of the inventions and innovation of Islamic civilisation?
- 3) Application – applying. Can we look at changes in the modern world and apply understanding of societal change, discussing if the change is political, economic or religious?
- 4) Analysis – analysing. Can children analyse the changes which caused the downfall of Baghdad?
- 5) Synthesis – creating. Can we create our own map of Baghdad and compare it to today's city?
- 6) Evaluation – evaluating. Can children evaluate the wider cultural impact that the inventions and inspiration of Islamic civilisation had on the Western World?

SKILLS: Learn about the great artists, architects and designers in history. Develop and share ideas in a sketchbook and in finished product. Improve mastery of techniques.

- 1) Knowledge – remembering. Can we investigate examples of Islamic art work: Kamāl ud-Din Behzād and geometric patterns and make comparisons between the different techniques used?
- 2) Comprehension – understanding Can we identify different techniques used and different subject matter in the pieces of art?
- 3) Application – applying Can we use the inspiration of a variety of media to create our own images inspired by Islamic Cultures and Mathematics?
- 4) Analysis – analysing Can we use examples of Islamic architecture, mathematics and art children are to analyse the different components of art work build around geometric shapes.
- 5) Synthesis – creating The children are to create a piece of geometric and mathematical art influenced by Islamic art and architecture.

Science: Biology / Living things

SKILLS: Children will be able to classify different animals according to their characteristics. Children will be able to differentiate between different types of organism and explain their life cycles.

- 1) Knowledge – remembering Do children know that different living organisms have different characteristics? Can we categorise various organisms according to these characteristics?
- 2) Comprehension – understanding – Can we understand that all living things must perform the 'MRS GREN' functions?
- 3) Application – applying Can we investigate how different organisms transport nutrients via a hands on experiment?
- 4) Analysis – analysing Can we classify plants, animals and microorganisms (including insects) and understand life processes?
- 6) Evaluation- evaluating. Can we evaluate our familiarity with different types of plants, their structure and reproduction?

- 1) Knowledge – remembering Do children know how the nutrition, transportation of water and nutrients in the body, and the muscle and skeleton systems in humans works?
- 2) Comprehension – understanding – Can we understand the human digestive system?
- 3) Application – applying Can we investigate how these life processes are shared with different types of animals?
- 4) Analysis – analysing Can we analyse the impact that various different activities can have on human biology? For example, drugs, exercises or diet.
- 6) Evaluation- evaluating. Can we evaluate the effect of diet, exercise and drugs?

Geography Fieldwork

Skills: To investigate places, collect data via field work and create hypotheses

- 1) Knowledge – remembering. Can we collect information and data (via field work) from the local area and compare it to that of the Middle East?
- 2) Comprehension – understanding Can children use a range of data sources? Can we invent an array of different ways of presenting the data we have gathered?
- 3) Application – applying – Can we use the information gathered to make predictions and hypotheses regarding weather patterns, daily temperatures and other geographical occurrences?
- 4) Analysis – Can we analyse and compare data collected via field work, noting the different methods of collection and what can be done to skew results?
- 5) Synthesis – creating. Can we create our own field work investigation and present the data gathered?
- 6) Evaluation- evaluating. Can children evaluate and discuss their results and findings? What were the strengths and what were the weaknesses of their fieldwork? How could they improve the process?

Music: Using music from the Middle East, children will listen to, respond to and create their own composition.
French: All in a day - Telling time and discussing events.
P.E.: Athletics; Track and Field Games.
Maths: National Curriculum Objectives.