Y6– Summer 1– Dignity of Work and the Rights of Workers

Who holds the power for change?

Catholic Social Teaching

Because human beings are social by their very nature, human dignity is not realized in isolation but is realised in community with others. The dignity of the person is lived out in society by the fulfillment of personal responsibilities.

Work is one such essential responsibility which shapes and fulfills human dignity by providing for the needs of one's self and one's family. Work belongs to the vocation of every person.

Work is an essential means by which the goods of the earth and the creative capacities of human beings are engaged to provide for human flourishing and the common good. Human work is the fulfillment of human dignity by engaging in and cooperating with the creative work of God.



Intent

Through enquiry learning, children will use varying skills from history, science and literacy to explore the question 'Who holds the power for change?'

They will study this through the lens of Catholic Social Teaching, looking at 'Dignity of Work and the Rights of Workers' and through studying the ancient Kingdom of Benin

Children will build their awareness of colonisation and how individuals can contribute to society as a whole.

Impact

Children will build on their prior learning of how different empires and kingdoms come to be.

They will look at the ancient kingdom of Benin; how it was founded and its downfall. They will consider the social history of colonisation and the impact that individuals can have on a whole society.

Children will work to answer the question 'Who holds the power for change?' They will understand how each of us has the power to change the world we live in and will look at practical ways in which we can do this.





What does Scripture say?

Matthew 20:1-16

James 5:1-6

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Literacy

Writing

Children will explore a range of high quality texts throughout the half term with our CST theme and question at the forefront of their mind. The following genres will be covered in Summer 2:

- Non-chronological reports

Guided Reading

Children will follow the Bug Club programme everyday to develop reading, writing and comprehension skills.

SPaG:

As we approach SATs, children will be revising the full depth of the spelling, punctuation and grammar curriculum in order to prepare themselves for the tests and to aid with writing.

Mathematics

SATs Preparation:

Children will be revising all taught content this year in order to help them prepare for SATs tests at the end of the term.

Religious Education

Easter:

- Understanding the story of the risen Christ
- Understanding what the Bible teaches about eternal life

Multicultural Week:

- Children will be studying the Islamic religion, looking at their beliefs and traditions. As part of this, we will visit the Islamic Experience

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History

The Kingdom of Benin

- Describe a non-European society that provides contrasts with British history
- Note connections, contrasts and trends over time and show developing appropriate use of historical terms
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance

French

My Town:

- Listen attentively to and understand the main points and some detail/opinions from a range of more challenging spoken texts about a French town. (L)
- Pronounce new vocabulary with increased accuracy using knowledge of sound patterns to pronounce unfamiliar words. (S)
- Take part in a longer conversation asking for directions and be able to ask for clarification when necessary. (S)

Science

Evolution and Inheritance:

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

RSHE

Module 2 Unit 2:

- Looking at forms of pressure
- Learning how to build up ourselves and others

Module 2 Unit 3:

- Looking at cyberbullying and different forms of abuse

Physical Education

Athletics and Cricket:

- Strike a ball with a range of bats for accuracy and distance
- Analyse, modify and refine skills and techniques and how these are applied

Art

- Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts
- Explain and justify preferences towards different styles and artists
- Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds
- Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices

Computing

Networks:

- Understand how computer networks enable computers to communicate and col-