



St. Mark's Catholic Primary School Yearly Overview 2019/20

Year 6

Autumn 1 – William Shakespeare

Children will learn all about William Shakespeare; where he lived, the period of time he was alive in, his lifestyle, his work, and how he effected Britain today.

Some of the skills used in this topic:

Geography	History	Art and Design	Music
<ul style="list-style-type: none"> -Confidently identify significant places and environments 	<ul style="list-style-type: none"> -know key dates, characters and events of time studied -confident use of the library etc. for research -select aspect of study to make a display -use a range of sources to find out about an aspect of time past -find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings -recognise primary and secondary sources -use a variety of ways to communicate knowledge and understanding including extended writing 	<ul style="list-style-type: none"> -Work collaboratively on a larger scale -Plan and develop ideas -Shape, form, model and join 	<ul style="list-style-type: none"> -Shape, form, model and join -To describe, compare and evaluate different types of music using a range of musical vocabulary -To develop an understanding of the history of music from different cultures, traditions, composers and musicians

Some of the vocabulary used in this topic:

Tudor period, playwright, Stratford-upon-Avon, quill, Globe theatre, thespian, tourism, merchant, legacy, sonnet

At the end of this topic, the children will be able to answer the following



KILLER QUESTION: “How has William Shakespeare influenced Britain today?”

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Autumn 2 – Terrifying Tudors

Children will learn all about life in the Tudor times, they will discover the differences between the rich and poor, compare the lives of children across time periods, understand the big changes in the monarchy and how it impacted on religion, as well as crime and the punishment system.

Some of the skills used in this topic:

Geography	History	Art and Design	Music
<p>-Confidently identify significant places and environments.</p>	<ul style="list-style-type: none"> -use relevant dates and terms -sequence up to ten events on a time line find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings -compare beliefs and behaviour with another period studied -know key dates, characters and events of time studied -use a variety of ways to communicate knowledge and understanding including extended writing 	<ul style="list-style-type: none"> - Develops experience in embellishing - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale 	<ul style="list-style-type: none"> -To develop an understanding of the history of music from different cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. -To identify and explore the relationship between sounds and how music can reflect different meanings.

Some of the vocabulary used in this topic:

Monarchy, torture, ducking stool, execution, stocks, gallow, treason, throne, reign, wealthy, peasant, courtier,

At the end of this topic, the children will be able to answer the following



KILLER QUESTION: “What was life like in Tudor times?”