



# What makes India incredible? – Curriculum Driver

*If you have faith as small as a mustard seed, you can say to this mountain, "Move from here to there", and it will move. Nothing will be impossible for you. (Matthew 17:20)*

**Year Group and Term:** Year 6 – Spring Term

**Topic Question:** What makes India Incredible?

**Topic Hook:** A day in India – what can you see, do and feel? A WOW day all about India

**Prior Learning:** The children will build on research of countries around the world and culture in R.E and PSHE

**Linked Texts:** Asha and the Spirit Bird – Fiction  
Prince of Fire: The Story of Diwali

**Value Focus and Linked Bible Story:** Respect – The story of Nehemiah

**Influential People:** Gandhi, Mother Teresa, Nehru and Lord Mountbatten, Rudyard Kipling

**Legacy Outcome: We're going on an expedition**  
Raising money for Shelterbox the children will have a sponsored walk around Newquay

**Trips/Visits:** Zamans Newquay, SUEZ Recycling Centre

## History

**Intent:** To learn about events from the past.

**Curriculum and Skills Links:** I can: place features of historical events in a chronological framework and identify and explain differences, similarities and changes between different periods of history.

**Transferable Concepts:** To understand historical significant events and the impact these had on people.

**Key Vocabulary:** Chronology, significance and change.

**Main Objective(s):** To place key events on a timeline, research the British Empire/Raj, its history and England's Involvement in the history of India

**Impact:** Children know significant historical events of the history of India: trade (East India Trading Co), partition, food and culture

## Geography

**Intent:** To understand how goods and services are traded around the world (Trade and Economics)

**Curriculum and Skills Links:** I can describe how some places are similar and dissimilar making better places for trade of resources

**Transferable Concepts:** To key aspects of human geography: types of settlement, land use and economics

**Key Vocabulary:** Trade, Economics, Fairtrade,

**Main Objective(s):** To explain the links between countries and the UK in relation to Trade and the global supply chain

**Impact:** The children will understand the impact that the global supply chain has on providing resources around the world and what happens when this is affected by world issues

## Science

**Intent:** To understand the different types of forces and the different and natural applied forces in existence

**Curriculum and Skills Links:** I know about: gravity and resistance, Sir Isaac Newton, water resistance and friction, levers/pulleys and mechanisms

**Transferable Concepts:** To engage in experiments, gather evidence and explain reasons for why things happen.

**Key Vocabulary:** gravity, drag, resistance, friction, lever, pulley, gear

**Main Objective(s):** To explore forces and to work scientifically

**Impact:** Children will have a secure understanding of how friction is caused and how air and water resistance creates drag

## RE

**Intent:** To understand why the Torah is so important to Jewish people and to focus on the Jewish faith

**Curriculum and Skills Links:** I can: make clear connections between the Jewish Faith and the Torah, the ten commandments and how Jewish people live.

**Transferable Concepts:** To show compassion and understanding having knowledge of different religions

**Key Vocabulary:** Torah, kosher laws, Shema, Jewish Community

**Main Objective(s):** To be able to understand beliefs about the Jewish Religion.

**Impact:** To explain what is important about the Jewish Religion and to understand that different Jewish communities differ

## Music

**Intent:** To learn about Bhangra Music and Bollywood Dancing

**Curriculum and Skills Links:** I can develop an Bhangra Music and its origins in Bollywood Dancing

**Transferable Concepts:** To know that Bhangra originated from the Punjab in India/different music styles and cultures of the world.

**Key Vocabulary:** harmony, melody (conjunct and melismatic), chaal rhythm, structure, sitar

**Main Objective(s):** To listen to a variety Bhangra Music and its influence on Bollywood and to use percussion to create rhythms

**Impact:** Children hear a variety of styles of music and reflect on them and compose music using a variety of dynamics/tempo etc.

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## Art and Design

**Intent:** To explore Pointillism and Rangoli design

### Curriculum and Skills

**Links:** I can: use sketchbooks to collect, record, review, revisit and evaluate

### Transferable Concepts:

To know art work can influence people's attitudes toward certain causes or positions.

### Key Vocabulary:

Pointillism, rangoli, henna, pixel, science optic

### Main Objective(s):

To produce a piece of art using pointillism using and Indian Design

**Impact:** Children look at a range of art styles from India and to produce their own

## Design Technology

**Intent:** To learn about the History of Food in India and its influence the UK then and now

### Curriculum and Skills Links:

I can: understand different food types of the world and use design a textile

### Transferable Concepts:

To learn how to follow instructions/a recipe and to evaluate their end product.

**Key Vocabulary:** tiffin, Punjabi, region, Gunjarati

### Main Objective(s):

To sample and taste foods from India and to examine the history and influence of Indian food in the UK

**Impact:** Children understand that food and the way it is accessed, has changed over the years, for lots of different reasons.

## Computing

**Intent:** To design a game project: design, write and debug programmes

### Curriculum and Skills Links:

I can: design and decompose a game into its parts

**Transferable Concepts:** To become familiar with forms of software and IT design

**Key Vocabulary:** design, debug, evaluate, decompose, software

**Main Objective(s):** To design and create a simple computer game

**Impact:** The children will be familiar with the language and design of software and IT project design

## PE

**Intent:** To explore and understand the culture of Indian Dancing and to perform routines

### Curriculum and Skills

**Links:** I can develop Indian dancing techniques of turning, sliding and travelling

**Transferable Concepts:** To practise a performance and present it to others.

**Key Vocabulary:** Bollywood, turning, sliding, travelling, duet, solo

**Main Objective(s):** To create a sequence, alongside peers, using Indian dancing steps

**Impact:** Children practise skills with their peers, to perform to the class.

## PSHE

**Intent:** To understand how to respect ourselves and others

### Curriculum and Skills

**Links:** I can explain what respect in relationships looks like. I can explain self-respect.

### Transferable Concepts:

To consider how my behaviour impacts myself and others.

### Key Vocabulary:

Relationship, discrimination, prejudice, bias, stereotypes

**Main Objective(s):** To engage in open ended discussions, around a range of different subjects, based on a stimulus.

**Impact:** Children are able to demonstrate respect to themselves and others

## Spanish

**Intent:** To learn phrases and words about eating

### Curriculum and Skills

**Links:** I can: use eating grammar, state a preference, describe food

### Transferable Concepts:

To have vocabulary for a range of food and to express likes and dislikes about eating and food

**Key Vocabulary:** food types, likes and dislikes, language to request food

**Main Objective(s):** To learn essential words and phrase for etiquette

**Impact:** Children will be able to perform basic conversations when ordering or enjoying food in social situations