



Year 6 – Eagles
Project Runway
 Summer 1st 2026

Topic Overview:

This term, Eagles will be exploring the world of Fairtrade with a special focus on the fast fashion industry. We'll be asking big questions like: *Who makes our clothes? Are they treated fairly? What choices can we make to help people and the planet?* As part of our topic, we'll investigate how Fairtrade supports workers and communities around the world. We'll look at the environmental and ethical impact of fast fashion and explore how we can be more responsible consumers. To bring our learning to life, we'll be designing and creating our own upcycled garments for a Fair Fashion Project Runway—turning old clothes into something brand new and fabulous! Throughout the term, we'll also be strengthening our reading, writing, and maths skills in preparation for SATs It's going to be a creative, challenging, and inspiring term!

Hook:

The Journey of Chocolate

Outcome:

Creating an upcycled garment

What's being covered?

Maths	Revision of known facts, shape, position and direction	
English	Debate and persuasive writing	
	Topic	Skills
Geography	Fairtrade	<ul style="list-style-type: none"> Understand how trade links countries. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water. Understand the distribution and consumption of goods, and the geographical impact of consumer decisions.
DT	Textiles	<ul style="list-style-type: none"> Consider a range of factors in their design criteria and use this to create a waistcoat design. Use a template to mark and cut out a design. Use a running stitch to join fabric to make a functional waistcoat. Attach a secure fastening, as well as decorative objects. Evaluate their final product.
Music	Music and Me	<ul style="list-style-type: none"> Describe the style indicators of the song/music. Describe the structure of the song. Identify the instruments/voices they can hear. Talk about the musical dimensions used in the song. Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns
Science	Living Things and Habitats	<ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> • Give reasons for classifying plants and animals based on specific characteristics. • They should learn about the five kingdoms of life (animal, plant, fungi, protists, and bacteria) in a simplified form suitable for their age. • Pupils should become familiar with microorganisms, including helpful and harmful types. • They should work scientifically by: • Using classification keys. • Carrying out research using secondary sources. • Presenting their findings in a range of ways.
Computing	3D Modelling	<ul style="list-style-type: none"> • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information • Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
PSHE	Health and Wellbeing	<ul style="list-style-type: none"> • Understand what affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online • Understand how to keep personal information safe; regulations and choices; drug use and the law; drug use and the media
French	Revision	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
RE	<u>Big Question:</u> How do beliefs shape identity for muslims?	<p>Diverse ways in which people practice and express beliefs</p> <ul style="list-style-type: none"> • Begin to analyse and evaluate the varying ways in which religions and beliefs are practised locally, nationally and globally (both within and between religions/worldviews) with reference to at least two different religions/worldviews. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa • Begin to analyse and evaluate how beliefs impact on, influence and change individual lives, communities and society, and how individuals, communities and society can also shape beliefs.
PE	Athletics	<ul style="list-style-type: none"> • Develop running, jumping, and throwing techniques with increased power, control, and accuracy. • Compare performances with previous ones and demonstrate improvement to achieve their personal bests. • Use appropriate pace and stamina for different running events (sprint, middle distance).

		<ul style="list-style-type: none"> • Practice relay techniques, including accurate baton exchanges under pressure. • Use correct technique in field events such as standing long jump, triple jump, and javelin/shot put. • Work safely and fairly, showing respect for others and the rules of each event. • Evaluate and analyse performances to identify areas for development.
PE	Cricket	<ul style="list-style-type: none"> • Develop a range of batting, bowling, and fielding skills with consistency and control. • Understand and apply tactics when batting and fielding in game situations. • Work collaboratively in pairs and teams, showing awareness of roles and responsibilities. • Improve accuracy in bowling, focusing on line and length (underarm and overarm as appropriate). • Strike the ball with control and timing, choosing appropriate shots. • Catch and throw with speed and precision, adjusting position in the field. • Understand and follow rules, including scoring and umpiring basics. • Reflect on their own and others' performances to make tactical decisions and set targets for improvement.