



Year 6 Curriculum Overview 2023-2024

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Subject	Autumn World at War	Spring Amazing Americas!	Summer Extreme locations
English	<p>Before residential: Letters – look at examples of letters for different purposes, grammar lessons linked to letters, letters to apply for roles within school. After residential: thank you letters to Thorpe Woodlands and letter as Felix to parents early on in the book 'Once'.</p> <p>Text types linked to 'Once' or WW2 link.</p> <p>Recount – diary as Felix or another character to show contrast in perception. Diary in the orphanage as Felix vs Zelda. First person, emotive language, sentence structure, past tense & present tense combined. Look at Anne Frank diary writing.</p> <p>Historical Narrative – fill in the missing chapter / alternative storyline midway through the book.</p> <p>HALF TERM</p>	<p>Text types linked to 'The Explorer' by Katherine Rundell Survival guide (shelter, food, water, transport) Diary entries from different perspectives (4 kids recalling an event) Missing person posters (focus on the parents/carers of the 4 children and how they would write) Continuing narrative (when the 4 children first meet The Explorer) Parallel scene (what happened with the other 3 children when Fred was learning how to make a trap with The Explorer) Persuasive text (persuading The Explorer to help them find their way to Manaus) Narrative poem (the whole poem as a poem)</p>	<p>Text types linked to 'Holes' by Louis Sachar Letter (Stanley writing home – telling the truth & lying) Play-script (Stanley telling Tent D campers about what happened at the Warden's cabin) Newspaper article (Sam, Katherine Barlow, Trout Walker and the Sheriff) Continuing narrative (after Zero his Mr Pendanski with the shovel) Debate (should Stanley and Zero return to Camp Green Lake or not?) Narrative poem (Zero's life)</p> <p>Y5/6 Production Speaking & Listening Drama Script learning</p>

	<p>Poem – remembrance poetry, blackout poetry, emotions poem / narrative poem linked to class text</p> <p>Newspaper articles –</p> <p>Explanation text – light & electricity from Science</p> <p>Biography – Winston Churchill</p> <p>Information text – WW2</p>		
Humanities	<p>History focus: World War 11 (Autumn 1)</p> <p>LESSON 1: Introduce and sequence the new topic, order events on a timeline, what we'd like to know. (KWL grid).</p> <p>LESSON 2: Key events and people</p> <p>LESSON 3: How the war has impacted on modern life</p> <p>LESSON 4: Key battles / significant moment in time</p> <p>LESSON 5: Daily life – rationing, evacuation</p> <p>LESSON 6: Imperial War Museum trip</p> <p>LESSON 7: Complete KWL grid to show what they have learnt</p> <p>They can say when the war started and offer reasons to explain why the war started.</p> <p>Tell you some of the countries and key individuals involved.</p> <p>Demonstrate a full understanding of a wide range of World War II events; evaluate and assess the reason, impact and significance of key wartime events.</p> <p>Describe and recall key facts about rationing explain how they worked and how different people were affected.</p> <p>Describe evacuation and the Holocaust and make links and comparisons to issues today.</p> <p>Describe some of the jobs women did during the war and explain how and why the changing role of women was significant to the war effort.</p>	<p>Spring 1 - Geography focus: Amazing Americas</p> <p>Explain that a continent is a large landmass.</p> <p>Explain that continents are groups of countries.</p> <p>Identify some countries in North America.</p> <p>Describe physical features of an area of North America.</p> <p>Describe the climate of an area of North America.</p> <p>Describe the human geography of an area of North America.</p> <p>Find information about flights using a given website.</p> <p>Find information about accommodation using a given website.</p> <p>Find information about tourist destinations using a given website.</p> <p>Identify features of a travel brochure.</p> <p>Select information to include in a travel brochure.</p> <p>Present information about flights.</p> <p>Present information about accommodation.</p> <p>Present information about tourist attractions</p> <p>Spring 2 - History focus: Maya Civilisation</p> <p>Identify some countries in South America.</p> <p>Say where the ancient Maya people lived, naming some major features and cities in them.</p> <p>Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation.</p> <p>Know some of the main Maya gods and what they represented. Explain different ritual elements of the</p>	<p>Summer 1 - Geography focus: Magnificent Mountains</p> <p>Use the index in an atlas to find mountains.</p> <p>Tell you the country a mountain range is found in.</p> <p>Describe what a hill might look like based on its contours.</p> <p>Identify an outcrop, a ridge, the tree line and the snow line.</p> <p>Describe how fault lines in the Earth's crust move to create mountains.</p> <p>Describe how pressure from magma under the Earth's surface creates dome mountains.</p> <p>Explain the differences between a weather forecast and climate.</p> <p>Identify similarities between mountain climates.</p> <p>Identify the risks associated with a mountain climate. Describe some of the positive effects of tourism on an area.</p> <p>Summer 2 - Geography focus: Our changing world</p> <p>Explain what weathering and erosion mean.</p> <p>Describe how erosion changes rocks.</p> <p>Name some features of a coastline.</p> <p>Name some famous UK coastal features.</p> <p>Describe how erosion and deposition change the look of a coastline.</p> <p>Name an area of the UK which has been affected by coastal erosion.</p>

	<p>Geography: Map Skills (Autumn 2) Central and Western Europe</p>	<p>ancient Maya religion and describe some of the main gods in greater detail. Read and write some basic Maya numbers, explaining what syllabograms and logograms are. Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words. Know that corn and chocolate were important foods and be able to identify some reasons for this. Research and provide some of their own ideas about the significance of corn and chocolate.</p>	<p>Identify how the UK's borders have changed over time. Identify similarities in photographs of a landscape taken at different times. Describe some ways that weather can change the landscape. Describe how physical changes have affected Earth since 1800. List some physical changes to the Earth predicted to occur by 2050. Describe some ways that human activity changes the landscape.</p>
<p>Scientific Understanding</p>	<p>Autumn 1 - Light (make periscopes and puppets) Can they recognise that light appears to travel in straight lines? How can they use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye? Can they explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes? Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?</p> <p>Autumn 2 - Electricity (focus on investigation!) Can they explain how our understanding of electricity has changed over time? Can they explain how major discoveries led to the widespread use of electricity? Can they draw circuit diagrams using the correct symbols and label the voltage correctly?</p>	<p>Spring 1 - Evolution and inheritance Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago? (incorporate making a mould and making own plaster to include this element from Art & Design)</p> <p>Spring 2 - Living things and their habitats (mould experiment) Can they 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?</p>	<p>Summer - Animals including humans (links with PSHE and PE) Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? Can they describe the ways in which nutrients and water are transported within animals, including humans? Are they able to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?</p> <p>Science Fair – Year 6 to prepare stalls for younger classes to visit</p>

	<p>Can they explain the effect of increasing or decreasing the voltage on different parts of a circuit?</p> <p>Can they identify variations in component function?</p> <p>Can they plan and conduct an investigation, deciding how to record data & which variables to change?</p>	<p>Can they give reasons for classifying plants and animals based on specific characteristics?</p>	
DT	<p>Marbulous Maze (target audience: YR buddies)</p> <p>Can they design and build a marble maze which incorporates some varied bends?</p> <p>Can they use a wider range of tools and equipment to perform practical tasks accurately?</p> <p>Can they use appropriate cutting and shaping techniques that include cuts?</p> <p>Can they select appropriate joining techniques?</p> <p>Can they consider the aesthetics when building a marble maze?</p> <p>Can they consider the views of others to improve their work?</p> <p>Anderson Shelters</p> <p>Can they analyse existing structure types?</p> <p>Can they practice joins using paper straws in different ways?</p> <p>Can they assess how different joins affect the structure?</p> <p>Can they plan, build and evaluate a model structure using materials?</p>	<p>Global Food</p> <p>Can the children name some different foods and explain how eating different ingredients helps to give us a healthy and varied diet and understand the benefits of this?</p> <p>Can they explain some different foods on the 'eatwell' plate and explain nutritional similarities between different types of food eaten around the world and say why this is important?</p> <p>Can they accurately follow a recipe, some with help but others working independently?</p> <p>Can they use a wide variety of basic food skills such as peeling, juicing, grating, chopping and dicing and some advanced skills such as baking, which enable them to prepare some more complex savoury dishes?</p> <p>Central American fruit and vegetable tasting</p> <p>Mexican Food (guacamole, salsa and quesadillas)</p> <p>Mayan Food (corn tortillas and fiery hot chocolate)</p>	<p>Programming adventures (target audience: Y2)</p> <p>Can they understand how a floor robot moves and explain why floor robots move differently on different materials using their knowledge of the properties of materials?</p> <p>Can they program it accurately to move along a given route?</p> <p>Can they explore and select from a range of different materials to create obstacle squares and generate ideas for an adventure map and appropriate obstacles matching their overall theme?</p> <p>Can they evaluate the effectiveness of different materials and suggest improvements based on observations and evaluate adventure maps against design criteria independently?</p> <p>Can they explain the best joining methods based on their knowledge of the properties of materials?</p>

<p>Art and Design</p>	<p style="text-align: center;"><u>Flight</u></p> <p>Feathers and Birds Study: (observational drawing) Are the children able to produce an observational drawing marking the details carefully? Are the children able to produce an observational drawing and show colours? Can they use their own drawings as ideas for sculptural work? WW2 planes WW2 art – Blitz skylines, Anderson Shelter, Rag wreaths. Artist Study: Richard Sweeney (paper sculptures) Describe facts about Sweeney’s life and work? Name some of Sweeney’s sculptures? Can the children apply a ‘paper folding’ technique? Can they make a 3D model? Can they finish a bird-like form? Artist Study: Constantin Brancusi (clay sculpture) Describe facts about Brancusi’s life and work? Name some of Brancusi’s sculptures? Use clay by soften it, rolling it and using tools and making textures to create realistic models?</p>		<p style="text-align: center;"><u>South America</u></p> <p>Artist Study: Frida Kahlo (self-portrait) Describe facts about Kahlo’s life and work? Name some of Kahlo’s paintings? Are they able to draw in colour? Can they make a collage? (use magazines) Artist Study: Joaquin Torres Garcia (symbols) Describe facts about Garcia’s life and work? Name some of Garcia’s artworks? Can they draw patterns based on their own observations? Some children might be able to paint symbols. Artist Study: Leonora Carrington (textiles) Describe facts about Carrington’s life and work? Name some of Carrington’s artwork? Can they make a dream catcher?</p>		<p style="text-align: center;"><u>Wildlife & Printing</u></p> <p>Artist Study: Henri Rousseau (3 colour block printing) Describe facts about Rousseau’s life and work? Name some of Rousseau’s paintings? Can the children print? Can the children create printing effects by choosing tools carefully? Artist Study: India Flint (hapa zome printing) Describe facts about Flint’s life and work? Name some of Flint’s prints? Can the children apply a hapa zome technique? Can they arrange patterns using different leaves? New Technique Study: collagraph printing Using inspiration from nature, pupils design, make and print using a collagraph.</p>	
<p>RE</p>	<p>Autumn 1 – Christianity How do Christians show their belief that Jesus is God incarnate?</p> <p>Autumn 2 – Islam How does tawhid create a sense of belonging to the Muslim community?</p>		<p>Spring 1 – Hinduism How do questions about Brahman and atman influence the way a Hindu lives?</p> <p>Spring 2 – Buddhism How does the Triple Refuge help Buddhists in their journey through life?</p>		<p>Summer 1 – Christianity Should believing in the resurrection change how Christians view life and death?</p> <p>Summer 2 – Humanism Why do Humanists say happiness is the goal of life?</p>	
<p>Computing e-safety</p>	<p>Unit 6:1 – We are online safety ambassadors</p>	<p>Unit 6:2 – We will not share inappropriate images</p>	<p>Unit 6:3 – We are safe social networkers</p>	<p>Unit 6:4 – We are respectful of others</p>	<p>Unit 6:5 – We are online safety problem solvers</p>	<p>Unit 6:6 – We are safe gaming experts</p>
<p>Computing</p>	<p>Unit 6.1 Coding Number of lessons – 6 Main Programs – 2Code</p> <p>Unit 6.2 Online safety Number of lessons – 2 Programs - Various</p>		<p>Unit 6.4 Blogging Number of lessons – 4 Programs – 2Blog</p> <p>Unit 6.5 Text Adventures Number of lessons – 5 Programs – 2Code, 2Connect</p> <p>Unit 6.6 Networks Number of lessons – 3</p>		<p>Unit 6.7 Quizzing Number of lessons – 6 Programs – 2Quiz, 2DIY, Text Toolkit, 2Investigate</p> <p>Unit 6.8 Understanding Binary Number of Lessons – 4 Main Program – 2Code</p>	

	Unit 6.3 Spreadsheets Number of lessons – 5 Programs – 2Calculate			Unit 6.9 Spreadsheets (with Microsoft Excel or Google Sheets) Number of Lessons – 8 Main program – MS Excel or Google Sheets		
Music	Ukulele lessons with Mr Wright		??	??		
Outdoor PE	Autumn 1 – Rugby	Autumn 2 – Games – Invasion Games – To choose, combine and perform skills fluently and effectively in invasion, striking and net games. To field, defend and attack tactically by anticipating the direction of play. To choose the most appropriate tactics for a game. To lead others when called upon and act as a good role model within a team.	Spring 1 – Games – Invasion Games – Ball Hockey To choose, combine and perform skills fluently and effectively in invasion, striking and net games. To field, defend and attack tactically by anticipating the direction of play. To choose the most appropriate tactics for a game. To lead others when called upon and act as a good role model within a team.	Spring 2 - OAA	Summer 1 – Athletics To consolidate and refine sprinting with low hurdles over 60 metres To develop a smooth and effective relay technique, using the ‘up sweep’ relay take over To refine throwing skills around specific events like discuss, javelin and shot To consolidate and refine take-off and landing in jumping and combine different jumps for distance.	Summer 2 – Games – Striking and Fielding (rounders/cricket depending on tournaments) To choose, combine and perform skills fluently and effectively in invasion, striking and net games. To field, defend and attack tactically by anticipating the direction of play. To choose the most appropriate tactics for a game. To lead others when called upon and act as a good role model within a team.
Indoor PE	<u>Health and Fitness skills</u> Coordination Sending and Receiving Agility Ball Chasing	<u>Physical</u> Dynamic Balance to Agility Jumping and Landing Static Balance One Leg	<u>Creative</u> Static Balance Seated Static Balance Floor Wo	<u>Cognitive</u> Static Balance Stance Coordination Footwork	<u>Social</u> Dynamic Balance On a Line Counter Balance With a Partner	<u>Swimming</u>
PSHE	<u>Citizenship</u> Rights, rules and responsibilities	<u>Myself and my relationships</u> Family and friends	<u>Healthy and safer lifestyles</u> Personal safety	<u>Economic well being</u> Financial capability (not statutory)	<u>Healthier and safer lifestyles</u> Drug Education	<u>Healthy and safer lifestyles</u> Relationships and Sex Education

		<u>Citizenship</u> Working together				<u>Myself and my relationships</u> Managing change
French	Etre and avoir Check with Sarah	Time Daily routine Christmas	Houses and homes Opinions & qualifiers Easter	My bedroom Descriptions	My family Transition to Year 7 Project to include revision Je vous presente	