

# YEAR 6 CURRICULUM OVERVIEW

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Yves Congar, <i>War Diary 1914-18</i>  World War I poetry: Rupert Brooke, "The soldier"  Wilfred Owen, "Dulce et decorum est"  Sarojini Naidu, "Gift of India"	World War II: Michelle Magorian, <i>Goodnight Mr Tom</i>  Michael Rosen, <i>Please Write Soon</i>  Emma Carroll, <i>Letters from the Lighthouse</i>	Jack London, <i>White Fang</i>  Robert Service, "Call of the Wild"; "Cremation of Sam McGee"	Ross McKenzie, <i>Nowhere Emporium</i>	David Almond, <i>Skellig</i>  William Blake, "Holy Thursday"	Martin Luther King Jr., "Letter from a Birmingham jail"; "I have a dream" speech  Langston Hughes, "Dreams"  Benjamin Zephaniah, <i>Windrush Child</i>
Grammar	Semi-colons for independent clauses and lists Fronted adverbials Conjunctions	Questions Exclamations Dashes Conjunctions	Subjunctive form Passive voice Model verbs Hyphens Embedded clause	Structure for non-fiction e.g. subtitles and bullet points Brackets Commas for parenthesis	Colon Ellipses Italics	Consolidation of previous learning
Mathematics (White Rose)	<u>Number and Place Value</u> Rounding Negative numbers Addition and Subtraction Multiplication and division Fractions, decimals and percentages	Statistics Angles Shape Area and perimeter  - Regular arithmetic tests to secure number and place value - Problem solving and reasoning involving all the above plus arithmetic strategies	Measures Ratio and proportion Algebra Geometry  - Regular arithmetic tests to secure number and place value - Problem solving and reasoning involving all the above plus arithmetic strategies	Volume Time Ratio and proportion  - Regular arithmetic tests to secure number and place value - Problem solving and reasoning involving all the above plus arithmetic strategies	Revision for SATs	Problem solving using all four operations

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Science (CUSP)	Electricity  <u>Skills</u> Recognise and control variables Diagrams and labels Use circuit equipment	Light  <u>Skills</u> Recognise and control variables Diagrams and labels Causal relationships	Evolution and Inheritance  <u>Skills</u> Analyse and evaluate changes over time Recognise genetics	Evolution and Inheritance  <u>Skills</u> Adaptation leading to evolution	Living Things and Their Habitats  <u>Skills</u> Classification tables and reasoning	Animals Including Humans  <u>Skills</u> Diagrams and labels Recognise impact of diet and exercise describe the ways in which nutrients and water are transported within animals, including humans
Computing (CUSP)	<b>We are app planners</b>  <u>Skills</u> Develop an awareness of the capabilities of smartphones and tablets. Understand geolocation, including GPS. Identify interesting, solvable problems. Evaluate competing products. Pitch a proposal for a smartphone or tablet app.	<b>We are project managers</b>  <u>Skills</u> Scope a project to identify different components that must be successfully combined. Identify their existing talents and plan how they can develop further knowledge and skills. Identify the component tasks of a project and develop a timeline to track progress. Identify the resources they will need to accomplish a project. Use web-based research skills to source	<b>We are market researchers</b>  <u>Skills</u> Create a set of good survey questions. Analyse the data obtained from a survey. Work collaboratively to plan questions. Conduct an interview or focus group. Analyse and interpret the information obtained from interviews or a focus group. Present their research findings.	<b>We are interface designers</b>  <u>Skills</u> Work collaboratively to design the app's interface. Use wire-framing tools to create a design prototype of their app. Develop or source the individual interface components (media assets) they will use. Address accessibility and inclusion issues. Document their design decisions and the process they have followed.	<b>We are app developers</b>  <u>Skills</u> Become familiar with another programming toolkit or development platform. Import existing media assets to their project. Write down the algorithms for their app. Program, debug and refine the code for their app. Thoroughly test and evaluate their app.	<b>We are marketers</b>  <u>Skills</u> Consider key marketing messages, including identifying a unique selling point. Develop a printed flyer or brochure incorporating text and images. Further, develop knowledge, skills and understanding in relation to creating a website. Further, develop skills relating to shooting and editing video.

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Geography (CUSP)	<p>Locate European cities: Paris, Caen, Berlin, Brussels, Moscow, Warsaw, Bucharest, St.</p> <p>Locate British cities: London, Bristol, Birmingham, Dover, Southampton</p> <p>Locate British counties: Kent, Warwickshire, Hampshire, Buckinghamshire</p> <p>Describe relative location using eight compass points</p>		<p>Applying location knowledge by sequencing events in extended history unit on WWII.</p> <p>Continue to revise location of European countries, cities and English counties.</p>		<p>Record features of local human geography: locks at Grand Union Canal</p> <p>Locate cities and physical geography on OS maps using 6-figure grid references</p> <p>Fieldwork: Explain historic uses of transportation for trade links: River Nene connected Northampton to The Wash for the wool trade in the Middle Ages; Grand Union Canal connected Midlands with London between 1793 and 1805; rail links used to transport manufactured goods on Midlands Railway. (Links to Y2 history, Y3 and Y4 geography)</p> <p>Mapwork: Use historic maps of Northampton to explain how changes in transportation have changed settlement patterns in the city.</p>	
History: How we got to now	<p><b>World War I – relationship between Britain and the wider world</b></p> <p>Name countries of Central Powers and Allied powers and locate on a map (Geog.)</p> <p>Sequence military events of the war involving British and Imperial forces.</p> <p>Describe life on the Western Front, and how this is reflected in poetry. Describe the diversity within armies, including imperial contribution, Black experience, and Polish contribution (Haller's Blue Army)</p> <p>Describe life on the Home Front, explain the role of women (in heavy industry as well as shoe manufacture)</p>		<p><b>World War II – relationship between Britain and the wider world</b></p> <p>Name Axis and Allied countries, locate on a map (Geog.)</p> <p>Sequence military events involving British and Imperial forces (Invasion of Poland, Battle of France and evacuation at Dunkirk, Battle of Britain, Operation: Barbarossa, Battle of El-Alamein, Battle of Stalingrad, D-Day, VE Day) (Y4 geography learned about geography around White Cliffs of Dover known as "Hellfire Corner" during Battle of Britain).</p>		<p><b>"Deeds not words" – long arc of history</b></p> <p>Explain how Suffragists and Suffragettes challenged social conventions in late Victorian and Edwardian England. Explain how WWI helped bring about women's right to vote.</p> <p>Recall aspects of Black experience in Britain, Y3 unit on Romans, Y5 unit on colonisation and empire, Y6 units on WWI and WWII. Describe the factors which lead to Caribbean immigration in the 1940s and 1950s.</p> <p>Sequence events of Bristol bus boycott. Explain the significance of Roy Hackett to making the Bristol bus boycott happen.</p>	

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	<p>Explain how the war lead to social change: votes for women, decline of landed aristocracy because sons lost during war, government providing “Homes for Heroes”</p> <p>Explain how peace agreements of WWI expanded British empire into Middle East, but break up of other empires, which lead to nationalisms growing in other countries (e.g. India, especially following Amritsar Massacre, modern Israel, modern Vietnam, Balkans). Compare and contrast reasons for break-up of empire with reasons from Y5 unit on colonisation and empire.</p>	<p>Describe diversity within armies, including imperial contribution, Black-British experience and Black-American experience and Polish contribution (e.g. Michael Manley). Explain role of women within the forces: Beatrice Shilling inventing valve allowing Spitfires to immediately go into a dive; ATA as the first major organisation to pay women equally to men</p> <p>Describe life on the Home Front, especially children’s experience of Evacuation, effect of rationing, use of propaganda, explain the role of women. How morale was monitored by Ministry of Information led by Mary Adams.</p> <p>Explain how social change brought about by the war led to collapse of British empire. Compare and contrast reasons with reasons from Y5 unit on colonisation and empire and Y6 unit on WWI.</p> <p>Explain how modern historians are uncovering documents from Operation Legacy, showing true extent of efforts for colonial governments to deny their past.</p>	<p>Describe major events of US civil rights movements happening at the same time. Sequence significant events in LGBT+ rights. Look at the imprisonment of Alan Turing and link this to unit on World War 2. Compare actions of the civil rights movement (MLK as well as Detroit riots) with the LGBT+ rights movement (Stonewall riots) which happened at similar times. Create a timeline of the modern development of rights for LGBT+ people: Being gay was decriminalised in 1967; LGBT+ citizens allowed to join the armed forces in 2001; Civil partnerships were legalised in 2004; the Equality Act was signed in 2010; Same-sex marriage was legalised in 2014; and the Alan Turing Law was established in 2017 etc. Identify how some of this history has happened within pupils’ lifetime; history is constantly being made.</p> <p>Debate how history is publicly communicated and memorialised. Evaluate who puts up statues and why they put them up. Propose alternative ways to educate the public about a major historical civil rights event or person.</p>			
Art (CUSP)	<p>Remembrance Day based projects</p> <p><u>Skills</u> Development of drawing skills, scenes, imagery, silhouettes, 3d art. Plus, how colours and tone/lines can create mood to a picture.</p>	<p>Drawing</p> <p><u>Skills</u> Use a pencil to work out proportions, relations between parts of objects and angles Know about perspective and able to reflect it in own work Use a variety of techniques to add interesting effect (e.g. reflections, shadows, direction of sunlight) Use charcoal Use lines for effect</p>	<p>Painting</p> <p><u>Skills</u> Mix colour with good precision when painting from observation. “Collect” colour palettes from colours observed in the natural and built world. Paint using watercolour and acrylics.</p>			

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Design & Technology (CUSP)	Sewing – blanket squares to combine into a class blanket.  <u>Skills</u> Use the following stitches: hemming, chain, blanket, cross stitch		Pastry and pizza  <u>Skills</u> Make pastry – ‘rubbing in’ method. Knead dough and make bread rolls or pizza dough. Beat eggs		Moveable vehicles  <u>Skills</u> Use motors to drive models. Use mechanical systems in products (e.g. gears, pulleys)	
Music (Charanga)	Happy  <u>Skills</u> Recognise styles, find the pulse, recognise instruments, listen, and discuss all dimensions of music.		A New Year Carol  <u>Skills</u> Playing Improvisation Composition		You’ve Got a Friend  <u>Skills</u> Playing Improvisation Composition Singing	
P.S.H.E.	Protective Behaviours  <u>Skills</u> Recognise EWS Identify safe places Identify safe adults	What make a healthy and happy relationship?  <u>Skills</u> Identify positives Identify what makes it unhealthy Human reproduction	What are human rights?  <u>Skills</u> Why and how laws are made; rights of a child; right to protect their bodies; confidentiality and when to break confidence	How can money affect us?  <u>Skills</u> Finance and its role in people’s lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues	How can we stay healthy?  <u>Skills</u> What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing	How can we manage risk?  <u>Skills</u> Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours

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Physical Education	Hockey  <u>Skills</u> Choose and implement a range of strategies to attack and defend such as restricting attackers space or goal side marking Play in a variety of positions (attacking and defensive)	Basketball  <u>Skills</u> Use a variety of techniques for passing, controlling and shooting the ball in games Play in a variety of positions (attacking and defensive) Consistently catch/stop and control a ball Swimming	Gymnastics  <u>Skills</u> Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria Perform increasingly complex sequences Compose and practise actions and relate to music Experience flight on and off of apparatus Show clarity, fluency, accuracy and consistency in their movements Lead group warm up demonstrating the importance of strength and flexibility Work independently and in small groups to make up sequences to perform to an audience	Tennis  <u>Skills</u> Make appropriate choices in games about the best shot to use Apply tactics in games effectively Use forehand, backhand and overhead shots in isolation Use forehand, backhand and overhead shots with more confidence in games Start games with the appropriate serve Begin to use full scoring systems	Dance  <u>Skills</u> Interpret different stimuli with imagination and flair Identify in others and self where good performance qualities are achieved Warm up and cool down independently Work creatively and imaginatively on their own, in pairs and in a group to create simple dances Use recognised dance actions and adapt to create motifs and movement patterns Communicate the artistic intention of a dance clearly, fluently, musically and with control Practise and refine coordination skills through activities such	Athletics  <u>Skills</u> Accurately and confidently judge across a range of athletics activities Record accurately scores given in variety events Demonstrate accuracy and good technique when throwing for distance Show good technique and control for jumping activities Choose appropriate run up distance as an individual for athletic jumps Use appropriate pace for different running distances Demonstrate improvement when working with self and others

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					as live aural setting / freeze frame When working in groups/pairs take the lead suggesting ideas and refining actions of others Use facial expression to communicate emotion and a further narrative	Use appropriate language to deliver a taught activity to their peers
Spanish (Language Angels)						