

## Curriculum Overview Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Hola Mexico!</b>	<b>Fallen Fields</b>	<b>Frozen kingdom / Inuits</b>		<b>Firedamps and Davy Lamps</b>	<b>Revolutions</b>
<b>Focus</b>	<b><i>Geography, History and Science (Civilisations from 1000 years ago - Mayan)</i></b>	<b><i>History</i></b>	<b><i>Geography and Science</i></b>		<b><i>History – Beyond 1066</i></b>	<b><i>History – Beyond 1066</i></b>
<b>Trips</b>	<i>English link Mexicolore</i>				<i>Life Bus – PSHE link</i>	<i>Shropshire Guildford Cathedral Leavers Service</i>
<b>Hook</b>	<i>Mexican Workshop</i>	<i>Leaving for War</i>	<i>VR Frozen Kingdom</i>	<i>Titanic</i>		<i>Residential to Shropshire</i>
<b>Class Novel</b>	Selection of traditional Mexican Stories and Mayan Myths Me, Frida, and the secret of the peacock ring Info extracts about deserts Travel brochures	<i>Private Peaceful, War Poetry</i>	Non-fiction text based on Antarctic animals Newspapers	Shackleton’s Diary Ice Trap	Street Child	From a Railway Carriage (R.L.Stevenson)
<b>History</b>	Place the Mayan civilisation in context with other Ancient civilisations Use sources to tell us who Mayan’s were and when they lived? Research their religious beliefs/role of gods and priests; Buildings (homes and temples); Writing and books – codices and hieroglyphs; Food Understand the impact the Mayan civilization had on the world Why were they considered an advanced	A soldier’s life, significant battles, weapons and technology, the Christmas Truce	<b>English Link – Titanic</b> Analyse possible causes of the tragedy  Study different facilities experienced in 1st, 2nd and 3rd class and what this indicated about lives/backgrounds of the people in them.  Study of Darwin and his work on evolution and inheritance and adaptations		The rise and decline of the Coal Mining Industry in England	Identify the Victorian era in relations to all other historical topics studied Victorian Social Reformers Know about the main events from this period in history and order the events Understand how Britain has had a major influence of the rest of the world Understand the how the lives of the wealthy was different to that of

	society in relation to Europe during the same time				the poor Understand how the events of the past has shaped our society today. Compare town life to country life. Study main changes in transportation and the effects on their lives also effects in changes of industry Use primary sources to extract information about children working down the mines and in the factories.
<b>Geography</b>	Locate Mexico in an atlas and identify human and physical features  Investigate biomes and identify features of desert biome	Maps of the war and changes in Europe from the beginning to the end of the war. Compare these maps to current maps	Research polar biome and identify its features (inc Tundra)  Investigate climate change - what causes it - its impact on polar biomes  <b>TITANIC – English link</b> Use maps to plot journey of Titanic across North Atlantic Ocean		<b>Residential Link:</b> Use OS map symbols and follow 6 figure grid references to locate/identify specific items
<b>Science</b>	<b>Biology – The Heart</b> Recap earlier work on function of heart and circulatory system. Identify and name main parts of the human circulatory system Know the function of the heart, blood vessels and blood Compare the heartrate of adults and children and also seeing whether	<b>Physics – Electricity</b> <b>Investigate</b> – how to make bulb brighter; <b>Investigate the effect</b> of adding more bulbs to a circuit; <b>Investigate</b> how to put a break into a circuit  Know that the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer	<b>Biology - Living Things and their habitats</b> Investigate what conditions cause ‘icebergs’ to thaw more quickly Collect information about biomes and habitats (specifically polar), animal adaptations: analyse this information to better understand how theses adaptations help animals survive in their biomes. Classify living things into broad groups according to observable characteristics and based on similarities and differences Give reasons for classifying plants and animals in a specific way  <b>Biology – Evolution and Inheritance</b>	<b>Working Scientifically</b> – Summer Focus: To collect and analyse data  <b>Physics – Light</b> <b>Investigate</b> how light travels in a straight line, angle of refraction, reflection Understand how light moves and how we see objects Understand how shadows have the same	<b>Biology - Animals, including humans</b> Understand the impact of diet, exercise, drugs and life style on your health  Know the ways in which nutrients and water are transported in animals including humans

	<p>weekly exercise routine affects peoples resting heartrate in both adults and children</p> <p>Investigate the effect of exercise on the heart.</p> <p>Healthy eating, balanced diet and healthy lifestyle</p> <p><b>Working Scientifically – Autumn Focus:</b> making predictions based in scientific knowledge</p>	<p>Compare and give reasons for why components work and do not work in a circuit</p> <p>Draw circuit diagrams using correct symbols.</p> <p>Create a trench office – how would they shield the light to avoid detection.</p>	<p>Identifying genetic traits that can be passed from parents to offspring and how these can combine in different ways</p> <p>Discover how different adaptations help us in completing everyday tasks: opposing digits, modified beaks, camouflage.</p> <p><b>Working Scientifically – Spring Focus:</b> Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>shape as the objects that cast them</p>		
<b>RSE</b>					<p>Sexual reproductions in humans</p> <ul style="list-style-type: none"> <li>• Reproduction is adult; requires physical and emotional requirements</li> <li>• Legal age of consent to sex</li> <li>• Sperm and egg needed to make a baby</li> <li>• Conception, including IVF – sexual intercourse</li> <li>• Birth</li> <li>• How to stay safe</li> <li>• My body belongs to me</li> <li>• Healthy and unhealthy relationships</li> <li>• Communication</li> <li>• Starting a family</li> </ul>	
<b>PSHE</b>	<p>Class Charter</p> <p>Relationships – respecting differences and maintaining friendships</p>	<p>Internet safety</p> <p>Anti-Bullying Week</p> <p>Aftermath of WW1 how did this lead to WW2</p> <p>Contributions of animals</p>	<p>Me and my relationships</p> <p>Keeping myself safe</p>	<p>Rights and responsibilities</p> <p>Being my best</p>	<p>Life Bus – keeping safe (harmful substances)</p>	<p>Smart Moves – building resilience for transfer to Secondary school</p>

		during the war.				
<b>Indoor PE</b>	GYM Twinkl unit gymnastics and movement	DANCE WW1 I moves dance unit Perform dance made popular during the wars: Hold a tea dance for the parents to attend.	DANCE Create dance in small groups based on the Northern Lights. Interpretive dance using ribbons and fabric (using props in dance) Including choreography Musicality Sequence Group cooperative dance	GYM I moves Pilates Unit	GYM Use of gym equipment focusing on climbing and travelling though, over and on the floor and wall equipment.	DANCE Create dance based on Matilda the musical. Perform sections as a whole class and then groups to choreograph their own sections.
<b>Games</b>	Netball skills High 5 Game Play Passing/Attacking/Defending Footwork Tournament Swimming – Outside Agency	Football FA Skills Programme Passing/Attacking/Defending Footwork Tournament	Hockey Passing and Dribbling Ball control Attack and defend Tournament	Tag Rugby Ball control Rules of Play Attack and Defend Tournament	Rounders/Cricket Fielding and Striking	Athletics
<b>French</b>	Spanish – counting, greetings, names of places, likes and dislikes		Favourite subjects, hobbies Like/dislike - food		Clothes Time	
<b>Art</b>	Mexican art - study Colour mixing, colour wheel – oil pastels  Landscape – paint and oil pastels Clay – day of the dead masks	Colour mixing and matching: group task recreating WW1 images Sketching WW1 artefacts, army helmet, Poppy art	Scale and proportion sketches Line use for life and movement – animal sketches Charcoal and chalk – positive and negative images Zentangle arctic animal designs Recreating the Northern Lights Iceberg drawing – sketching and shading techniques		William Morris designs: sketch, watercolour, monoprinting Clay house Movement in art	Final culmination Art project producing a piece of artwork for the entrance to their museum. Children to research artist, collect ideas, test colours, select media, produce artwork and evaluate final piece.
<b>Design</b>	Healthy eating. Using Mexican ingredients create a Mexican Salad.	Creating a trench, field office (paper mache)	Children to tie dye fabric in style of Northern Lights to create a cushion cover and add decoration		Shropshire: Create an electrical circuit, attach to frame with wheels etc, build 'transmission' system	Create and artefact for a museum exhibit based on one of their Year 6 topics.

<b>R.E.</b>	What does it mean to be a Hindu? What helps Hindus to worship?	Christmas Y6: What do the Gospels say about the birth of Jesus and why is it 'good news'?	How did Jesus' teaching challenge people? Who did Jesus say 'I AM'? Easter Y6: Did Jesus have to die?		Adam, Eve, Christmas, and Easter: what are the connections? How is God Three and yet One?	What is the 'Buddhist way of life'?	
<b>Extra Computing</b>	Internet Research on the Mayans	Researching a soldier who died in world war 1 Powerpoint	Newspaper Report in publisher on The Sinking of the Titanic Audio diary for Antarctic expedition		William Morris design using Revelation Natural Art Digimap research about Shropshire, planning evening walk		
<b>Computing Purple Mash</b>	Healthy use of technology	Online Safety Unit 6.2 2 weeks	Spreadsheets Unit 6.3 5 Weeks	Blogging Unit 6.4 5 Weeks	Text Adventures Unit 6.5 5 Weeks	Networks Unit 6.6 3 weeks	Quizzing Unit 6.7 6 Weeks
<b>Computing Online Safety</b>	CommonSense Computing Finding my Media Balance	CommonSense Computing What is clickbait and how can you avoid it?	CommonSense Computing Beyond gender stereotypes	CommonSense Computing Digital friendships	CommonSense Computing Is it cyberbullying		CommonSense Computing Reading news online
<b>Music</b>	Mariachi – topic linked Outdoor learning create music wall and investigate musical terms	WWI songs	Charanga		Victorian music hall and Year 6 production songs		
<b>Maths White Rose</b>	Place Value Four Operations Fractions Position and Directions		Decimals Percentages Algebra Converting Units Area, Perimeter and Volume Ratio		Properties of Shape Statistics		