

## Year 6 Curriculum Overview

|                    | 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>       | <i>Geography, History and Science (Civilisations from 1000 years ago - Mayan)</i>   | <i>History</i>   | <i>Geography and Science</i>  |                                | <i>History – Beyond 1066</i>                                | <i>History – Beyond 1066</i>  |
| <b>Trips</b>       | <i>English link<br/>Mexicolore</i>  |  |   |                                | <i>Life Bus – PSHE link</i>                                 | <i>Shropshire<br/>Guildford Cathedral<br/>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<br>Me, Frida, and the secret of the peacock ring<br>Info extracts about deserts<br>Travel brochures  | <i>Private Peaceful, War Poetry</i>  | Non-fiction text based on Antarctic animals<br>Newspapers   | Shackleton’s Diary<br>Ice Trap | Street Child  | From a Railway Carriage (R.L.Stevenson)   |
| <b>History</b>     | Place the Mayan civilisation in context with other Ancient civilisations<br>Use sources to tell us who Mayan’s were and when they lived?<br>Research their religious beliefs/role of gods and priests; Buildings (homes and temples); Writing and books – codices and hieroglyphs; Food<br>Understand the impact the Mayan civilization had on the world<br>Why were they considered an advanced society in relation to | A soldier’s life, significant battles, weapons and technology, the Christmas Truce | <b>English Link – Titanic</b><br>Analyse possible causes of the tragedy<br><br>Study different facilities experienced in 1st, 2nd and 3rd class and what this indicated about lives/backgrounds of the people in them.<br><br>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<br>Victorian Social Reformers<br>Know about the main events from this period in history and order the events<br>Understand how Britain has had a major influence of the rest of the world<br>Understand the how the lives of the wealthy was different to that of the poor |

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

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|            | <p>of adults and children and also seeing whether 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>circuit links to the brightness of a lamp or the volume of a buzzer</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>specific way</p> <p><b>Biology – Evolution and Inheritance</b></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>objects</p> <p>Understand how shadows have the same 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> |

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| PSHE      | Class Charter<br>Relationships – respecting differences and maintaining friendships   | Internet safety<br>Anti-Bullying Week<br>Aftermath of WW1 how did this lead to WW2<br>Contributions of animals during the war.    | Me and my relationships<br>Keeping myself safe  | Rights and responsibilities<br>Being my best                                  | Life Bus – keeping safe (harmful substances)  | Smart Moves – building resilience for transfer to Secondary school   |
| Indoor PE | GYM - <b>Twinkl</b> unit gymnastics and movement  | DANCE <b>Imoves</b> -WW1 dance unit<br>Perform dance made popular during the wars:<br>Hold a tea dance for the parents to attend. | DANCE<br>Create dance in small groups based on the Northern Lights.<br>Interpretive dance using ribbons and fabric (using props in dance)<br>Including choreography<br>Musicality<br>Sequence<br>Group cooperative dance  | GYM <b>Imoves</b><br>Pilates Unit 10 – 11<br>Build core strength              | GYM -<br>Use of gym equipment focusing on climbing and travelling though, over and on the floor and wall equipment. | DANCE<br>Create dance based on Matilda the musical.<br>Perform sections as a whole class and then groups to choreograph their own sections.  |
| Games     | Netball skills<br>High 5 Game Play<br>Passing/Attacking/Defending<br>Footwork<br>Tournament<br>Swimming – Outside Agency                  | Football<br>FA Skills Programme<br><br>Passing/Attacking/Defending<br>Footwork<br>Tournament                                      | Hockey<br>Passing and Dribbling<br>Ball control<br>Attack and defend<br>Tournament  | Tag Rugby<br>Ball control<br>Rules of Play<br>Attack and Defend<br>Tournament | Rounders/Cricket<br>Fielding and Striking   | Athletics  |
| French    | Spanish – counting, greetings, names of places, likes and dislikes  |   | Favourite subjects, hobbies<br>Like/dislike - food  |   | Clothes<br>Time   |  |
| Art       | Mexican art - study<br>Colour mixing, colour wheel – oil pastels<br><br>Landscape – paint and oil pastels<br>Clay – day of the dead masks | Colour mixing and matching: group task<br>recreating WW1 images<br>Sketching WW1 artefacts, army helmet,<br>Poppy art             | Scale and proportion sketches<br>Line use for life and movement – animal sketches<br>Charcoal and chalk – positive and negative images<br>Zentangle arctic animal designs<br>Recreating the Northern Lights<br>Iceberg drawing – sketching and shading techniques |   | William Morris designs:<br>sketch, watercolour, monoprinting<br>Clay house<br>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. |

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| Design                  | Healthy eating. Using Mexican ingredients create a Mexican Salad.                                  | Design, make and evaluate a poppy badge to wear for Remembrance Day                       | 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 an artefact for a museum exhibit based on one of their Year 6 topics. |
| R.E.                    | What does it mean to be a Hindu?<br>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?<br>Who did Jesus say 'I AM'?<br>Easter Y6: Did Jesus have to die?   |   | Adam, Eve, Christmas, and Easter: what are the connections?<br>How is God Three and yet One?                   | What is the 'Buddhist way of life'?  |
| Extra Computing         | Internet Research on the Mayans  | Researching a soldier who died in world war 1<br>Powerpoint                               | Newspaper Report in publisher on The Sinking of the Titanic<br>Audio diary for Antarctic expedition   |   | William Morris design using Revelation Natural Art<br>Digimap research about Shropshire, planning evening walk |  |
| Computing Purple Mash   | Healthy use of technology<br>Gender balance in computing<br>Becoming familiar with Microsoft tools | Online Safety Unit 6.2<br>2 weeks   | Spreadsheets Unit 6.3<br>5 Weeks  | Blogging Unit 6.4<br>5 Weeks                                    | Text Adventures Unit 6.5<br>5 Weeks  | Networks Unit 6.6<br>3 weeks<br><br>Quizzing Unit 6.7<br>6 Weeks             |
| Computing Online Safety | Self-Image and Identity  | Online relationships<br>Online reputation   | Online Bullying   | Managing online information<br>Health, Well-being and lifestyle | Privacy and Security   | Copyright and ownership  |
| Music                   | Mariachi – topic linked<br>Outdoor learning create music wall and investigate musical terms.       | WWI songs and Christmas Carol concert   | Consolidate note values of semibreve, dotted minim, minim, crotchet, paired quavers and rest.<br>Introduce semi quavers. (Ann Braynt KS2 Music Green Bk Year 5 p36)<br>– explore these note values through Charanga |   | Victorian music hall and Year 6 production songs   |  |
| Maths White Rose        | Place Value<br>Four Operations<br>Fractions<br>Position and Directions                             |   | Decimals<br>Percentages<br>Algebra<br>Converting Units<br>Area, Perimeter and Volume<br>Ratio   |   | Properties of Shape<br>Statistics  |  |