

Year 6 Curriculum Overview

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
Primary Focus	Geography/science	History/art	Art	History/RE	Science/DT (food)	Science/PSHE
Secondary Focus	Music	PE - dance	DT/Computing - scratch	Geography	Music	Geography/RE
The BIG question:	What is the impact of a natural disaster?	Why did the Egyptians build pyramids?	How has Banksy influence our environment?	What was the effect of the war on everyday life?	How do people express their beliefs and identity?	Who am I?
Wow moments (First week)	Tornado in a bottle/ make a volcano	Mummify each other	Banksy trail (or photos) Replay clip– literacy shed Graffiti artist			Secondary induction day Careers day How can we look after ourselves in the future?
Trip	Trip Morfe Bay			Visit to Anderson shelter OR Swindon STEAM museum	Bitton railway WW2 E day m-shed	
Bristol links	Avon gorge– erosion /observatory/caves Vassells caves		Bristol graffiti artist		Bristol blitz	Bristol secondary schools
Celebration	ICT PowerPoint of Morfe Bay for parents/school	Dance performance	Art gallery of Graffiti	Assembly for parents WW2	VE day celebration with ration food	End of year presentation about identity
Key texts	The Story Pompeii Escape from Pompeii You wouldn't want to live in Pompeii (disaster films– 2012, day after tomorrow, the impossible, twister) Bastille– Pompeii Through Pompeii News reports– Tsunami/ documentaries	Slave Girl Cleopatra Exodus god of kings– clip The weighing of the heart– underworld Moses Night at the museum clip Indiana jones	The hunger games Divergent I, robot Brave new world 1984 Animal Farm Replay– clip The Truman show Mad max Two boys who play football	War Poetry 5/6 Boy in the Striped PJs 6 Rose Blanche 5/6 War boy Friend and Foe Once 6 Lion the witch and the wardrobe Goodnight Mr Tom The railway children Sebastian faulks– bird song– year 6	War Poetry 5/6 Boy in the Striped PJs 6 Rose Blanche 5/6 War boy Friend and Foe Once 6 Lion the witch and the wardrobe Goodnight Mr Tom The railway children Sebastian faulks– bird song– year 6	Boy in the girls bathroom Invictus games trailer The outsider (grand national) Renegade song Biographies of inspirational people
Science	Living things and their habitats Describe how living things are classified into broad groups according to common observable	Light Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to		Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit		Animals, including humans (Links to PSHE sex education). Identify and name the main parts of the human circulatory system, and

	<p>characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Evolution and Inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>explain that objects are seen because they give out or reflect light into the eye</p> <p>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</p> <p>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>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>		<p>describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>
History		<p>The achievements of early civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <i>Ancient Egypt</i>; The Shang Dynasty of Ancient China. The</p>		<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>World War 2</p> <p>Roles of men and women– jobs</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>World War 2</p> <p>Roles of men and women– jobs</p>	

		cultural 'story' of Ancient Egypt revolves around the myth of the weighing of the heart and the legend.		WRENS etc. bombs girls Bath bomb through the street	WRENS etc. bombs girls Bath bomb through the street	
Geography	<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>			Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital</p>
DT	<p>Use a range of information to inform my design</p> <p>Use tools and materials precisely</p> <p>Justify my plan to someone else</p> <p>Test and evaluate my final product</p>	<p>Consider culture and society in my designs</p> <p>Evaluation existing products against criteria which I have set</p>	<p>Use computer aided designs to show my ideas</p> <p>Say if my product is fit for purpose</p> <p>Evaluate what would improve it</p>		<p>Practise my evaluation skills by evaluating existing products against criteria which I have set</p>	
Art	<p>Consider how to apply colour through different brushstrokes</p> <p>Explain how different artists have used colour and for what</p>	<p>Use a variety of mediums to create the illusion of tone (sketching pencils, rubbers, paint and collage)</p>	<p>Analyse artists' work in terms of shape arrangement with growing confidence</p> <p>Use my knowledge of space to</p>	<p>Look at painters e.g. Italian renaissance and their use of perspective to illustrate space</p> <p>Compare different cultural</p>	<p>Respond to sounds, music, movement and rhythms and use vocabulary like contour, broken, circular and broad</p>	<p>Discuss the effect of texture in different artists' work and how they produce the particular texture</p>

	purpose (Anish Kapoor, Mark Rothko) Use colour for different purposes in my work and explain my choices Look at how people/objects are arranged in a picture using shapes to analyse the arrangement and relationship (Pietre Breugal)	Use line in conjunction with colour (lines crossing, filling negative space) Look at different cultural uses of pattern (Moorish, Islamic, Indian, Aztec, Greek)	create work Make patterns for purposes (book covers, curtains, dolls, puppets, clothes, boxes, folders...) including textiles Use pattern to express mood (intensity and arrangement)	attitudes to space and the fact that accurate representation of space is not the only view (traditional Japanese art)	Produce work with more complex shape arrangement and composition	(Kandinsky) Make sculptures with a variety of textures of the illusion of texture
Music	'Air' - Group Composition	Winter Concert	Music through History – Chronology	Trains – Reading and Notating Rhythm		Summer Showcase Learning an Instrument – Ukulele
Computing	Extend Scratch to start using it to make simple games including inputs E-Safety KS2 Review of all lessons					
Computing		Write/publish a newspaper report using publisher. Insert title using WordArt > add banners and shapes Insert text boxes/pictures Print and stick in books/read to another class		Create an excel spreadsheet Insert columns and rows for categories of jobs e.g. infantry Create basic formulae to find the total of pay Print for display/stick in books Create a graph using findings		
R.E.	What does it mean to belong to a religion? (Unit 11 -Islam)		Unit 6— How do we make a moral choice?		Unit 7 – How can people express their beliefs and identify?	
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changi ng me
French	En route pour l'école (On the way to school)		Scene de plage (Beach scene)		Les quarte siasons (The four seasons)	
Real PE	Unit 1 – Cognitive	Unit 2 – Creative	Unit 3 – Social	Unit 4 – Physical	Unit 5 – Health and Fitness	Unit 6 – Personal