

Year 6 Curriculum Overview

Faculty	Subject	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
Communications	Literacy	<p>All curriculum objectives for Writing are taught through The Literary Curriculum's 'Teach Through a Text Approach'. In many cases, objectives are covered more than once and children have the opportunity to apply these several times over the course of the year, as well as to consolidate prior knowledge from previous years. Each unit has several key outcomes where this knowledge will be applied, listed below. There will then be a main, independently written outcome.</p>					
		<p><u>Boy in the Tower</u> Outcomes: Journalistic writing, formal letters, non-chronological reports</p> <p>Main outcome: Own version narrative (past and present tense) Children will learn and revise many of the key grammar requirements of Y6 and have the opportunity to apply them within short and longer written outcomes.</p>	<p><u>Can We Save the Tiger?</u> Outcomes: Letter, explanation, persuasive poster, persuasive speech, simple poem Main outcome: Discussion text</p> <p>The sequence begins by asking children to explore an argument from another group's perspective, before going on to read the text. During the sequence, children create posters, persuasive speeches, poems (as well as having the opportunity to learn a poem by heart), explanation texts and discussion texts. The final outcome gives children the opportunity to publish their discussion text as a newspaper article.</p>	<p><u>Suffragette: The Battle for Equality</u> Outcomes: Formal letters, diary entries, balanced arguments, speeches, short news report</p> <p>Main outcome: Persuasive campaign It is an illustrated information book which works chronologically through the history of suffrage, though in the sequence we focus on some key events and use these to eventually plan our own campaign for a law that should be changed somewhere.</p>	<p><u>Film Based Writing Alma & Rock, Paper Scissors.</u> Outcomes: character and setting description, extended piece of narrative.</p> <p>Main outcome: To write creatively from a visual source. To be able to use clues from a film whether through image of audio to create their own narrative pieces of writing.</p>	<p><u>KS2 SATs Revision</u> Structured revision in preparation for KS2 SATS.</p>	<p><u>The Arrival</u> Outcomes: Letters, list of rules, character descriptions, diaries, short playscripts, short report, guides Main outcome: Narrative retelling This sequence explores the issue of immigration and the reasons why people have to flee countries and seek asylum. Children explore characters, emotions, different points of view and challenges faced by the main character and other characters who have made their way to a new land. Children will write a diary of the little girl left behind and there are opportunities to write short scripts for scenes and narrative passages to describe what is happening at certain points in the book.</p>
	Guided Reading	<p>All curriculum objectives for Reading are taught through The Literary Curriculum's 'Teach Through a Text Approach'. In many cases, objectives are covered more than once and children have the opportunity to apply these several times over the course of the year, as well as to consolidate prior knowledge from previous years. Each unit has several key outcomes where this knowledge will be applied.</p>					
		<u>The Explorer</u>		<u>When Hitler Stole Pink Rabbit Poems from Second World War</u>		<u>Fly Me Home</u>	

	French	<u>A l'école (At school)</u> School subjects; verb: étudier ; time ; opinions ; talking about their timetable	<u>Le weekend (At the weekend)</u> time; what you do at the weekend; developing an idea with conjunctions; presenting a spoken and written narrative	<u>Les habitats (habitats)</u> key facts about what animals and plants need to survive in their habitat different adaptations	<u>Manger et bouger (eating and moving)</u> 10 foods and drinks that are good for your health; 10 that are bad for your health; activities to stay in shape; healthy lifestyle ; a French recipe	<u>Moi dans le monde (Me in the world)</u> Countries and festivals in the Francophone world; cultural differences and similarities; protecting the planet; à / en / au / aux	<u>Les planètes (The planets)</u> the planets; an interesting fact about each planet; adjectival agreement and position
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Mathematics

	<p>Maths</p>	<p><u>Place Value</u> Pupils will learn: Numbers to 1,000,000 Numbers to 10,000,000 Read and write numbers to 10,000,000 Powers of 10 Number line to 10,000,000 Compare and order any integers Round any integer Negative numbers</p> <p><u>Number: Addition, Subtraction, Multiplication and Division</u> Add and subtract integers Common factor Common multiples Rules of divisibility Primes to 100 Square and cube numbers Multiply up to a 4-digit number by a 2-digit number Solve problems with multiplication Short division Division using factors Introduction to long division Long division with remainders Solve problems with division Solve multi-step problems Order of operations Mental calculations and estimation Reason from known facts</p>	<p><u>Fractions</u> Equivalent fractions and simplifying Equivalent fractions on a number line Compare and order (denominator) Compare and order (numerator) Add and subtract simple fractions Add and subtract any two fractions Add mixed numbers Subtract mixed numbers Multi-step problems Multiply fractions by integers Multiply fractions by fractions Divide any fraction by an integer Mixed questions with fractions Fraction of an amount Fraction of an amount - find the whole</p> <p><u>Converting Units</u> Metric measures Convert metric measures Calculate with metric measures Miles and kilometers Imperial measures</p>	<p><u>Ratio</u> Add or multiply? Use ratio language Introduction to the ratio symbol Ratio and fractions Scale drawing Use scale factors Similar shapes Ratio problems Proportion problems Recipes</p> <p><u>Algebra</u> 1-step function machines 2-step function machines Form expressions Substitution Formulae From equations Solve 1-step equations Solve 2-step equations Find pairs of values Solve problems with two unknowns</p> <p><u>Decimals</u> Place value within 1 Place value - integers and decimals Round decimals Add and subtract decimals Multiply by 10, 100 and 1000 Divide by 10, 100 and 1000 Multiply decimals by integers Divide decimals by integers Multiply and divide decimals in context.</p>	<p><u>Fractions, Decimals and Percentages</u> Decimal and fraction equivalents Fractions as division Understand percentages Fractions to percentages Equivalent fractions, decimals and percentages Order fractions, decimals and percentages Percentage of an amount - one step Percentage of an amount - multi-step Percentages - missing values</p> <p><u>Area, Perimeter and Volume</u> Shapes - same area Area and perimeter Area of a triangle - counting squares Area of a right-angled triangle Area of any triangle Area of a parallelogram Volume - counting cubes Volume of a cuboid</p> <p><u>Statistics</u> Line graphs Dual bar charts Read and interpret pie charts Pie charts with percentages Draw pie charts The mean</p>	<p><u>Geometry: Shape</u> Measure and classify angles Calculate angles Vertically opposite angles Angles in a triangle Angles in a triangle special cases Angles in a triangle missing angles Angles in quadrilaterals Angles in polygons Circles Draw shapes accurately Nets of 3-D shapes</p> <p><u>Geometry: Position and Direction</u> The first quadrant Read and plot points in four quadrants Solve problems with coordinates Translations Reflections</p> <p><u>Themed Projects, Consolidation and Problem Solving</u> Best Value Profit and loss Packaging Cooking Problems</p>	<p><u>Themed Projects, Consolidation and Problem Solving</u> Climate Distance conversion graph Conversion Airport Accommodation Budget Time problems Annual salary Hourly rates Bills Mortgage House</p>
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Science

Science

Working scientifically is taught across all topics.
As each topic has a different number of learning objectives, some topics are longer than half a term whilst others are shorter than half a term.

Living things and their environment

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
Give reasons for classifying plants and animals based on specific characteristics.

Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
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.
Use recognised symbols when representing a simple circuit in a diagram.

Light

Recognise that light appears to travel in straight lines.
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.
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.
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

The circulatory system

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

Diet, drugs and lifestyle

Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.
Describe the ways in which nutrients and water are transported within animals, including humans.

Variation and adaptations

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Fossils

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

Themed Year 7 Projects

Sport & Performing Arts

	PE	<p><u>Football</u> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p><u>Rugby</u> Pupils will develop their understanding of the attacking and defining principle of invasion games. Pupils will think about how they use skills, strategies and tactics to outwit the opposition.</p>	<p><u>Gymnastics</u> In this unit, pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences.</p> <p><u>Netball</u> Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as</p>	<p><u>Dance</u> Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p><u>Indoor athletics & Cross Country</u> Pupils will develop their skills of running, jumping and throwing techniques.</p> <p>Pupils will develop their endurance ability as well as how to tackle different terrain.</p>	<p><u>OAA</u> Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.</p> <p><u>Hockey</u> Pupils will develop their understanding of attacking and defending principles of invasion games. Pupils have to think how to use the skills of possession and moving the ball towards the goal to outwit their opponent.</p>	<p><u>Athletics</u> In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p><u>Cricket</u> Pupils will develop their skills of striking and fielding. They will develop their understanding of the different role of bowler, wicket keeper, fielder and batter. In games pupils will have to think about how they use their skills, strategies and tactics.</p>	<p><u>Tennis</u> In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><u>Rounders</u> Pupils will develop their understanding of striking and fielding. Pupils will develop the quality and consistency of their fielding skills and understanding of them to use them such as throwing underarm and overarm, catching and retrieving a ball. They will understand the different roles on the rounders field</p>
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			footwork, held ball, contact and obstruction.				
Music	<p>Film Music This unit of work will enable students to explore how music is used within films. Students will learn about different film music composers, the use of leitmotifs in film music (e.g. from the Harry Potter films) and will use GarageBand to compose a soundtrack for animated film clip.</p>	<p>Classroom Jazz 2 This unit of work builds on students' prior knowledge and learning from 'Classroom Jazz 1'. Students will further develop their knowledge of Jazz music through listening and appraising tasks and will compose their own piece of Jazz music using a range of instruments. Students will have the opportunity to improvise music as part of their Jazz composition as well.</p>	<p>Learning Woodwind Instruments Students will have whole class instrumental lessons focusing on learning the Clarinet and Flute.</p> <p>The lessons will incorporate a focus on the elements of music, reading of staff notation, performing and improvisation.</p>	<p>Learning Woodwind Instruments Students will continue to have whole class instrumental lessons developing their musical skills on Woodwind instruments from the previous half term.</p>	<p>Learning Woodwind Instruments Students will continue to have whole class instrumental lessons developing their musical skills on woodwind instruments from the previous term.</p> <p>For this term, students will have the opportunity to learn a different woodwind instrument (either Clarinet or Flute) from the one learnt in the Spring term.</p>	<p>Learning Woodwind Instruments The final half term of the whole class woodwind instrument tuition will prepare students for the Junior School Music concert where the students will perform a selection of woodwind ensemble pieces as a class.</p>	
Drama	<p>Charlie and the Chocolate Factory Exploring characters and writing about their own experience in the factory.</p>	<p>Bullying and Adverts Students to look at creating adverts based on bullying and why it is important to stop bullying happening in the classroom or wider world.</p>	<p>The Tempest Looking at recreating scenes from the tempest, understanding relationships and creating soundscapes.</p>	<p>Improvisation Making up stuff on the spot. How does this work? And what can we do to make it stronger?</p>	<p>Peter Pan End of Year show – Peter Pan. Working with the Primary Department</p>		

Humanities

History	<p><u>Were the Vikings raiders, traders or something else?</u> Pupils will be able to explain where the Vikings came from and why they invaded Britain. Sequence events according to their significance for groups of people. Find evidence and make inferences from sources. Name Viking trade routes. Explain why trade routes were important to the Vikings. Identify the differences between Viking sagas As well as evaluate the impact of Viking achievements.</p>		<p><u>What was the impact of WW2 on British people?</u> Pupils will understand the causes of WW2. They will look at how the Battle of Britain was won and what life was like during the Blitz. They will understand what life was like for evacuees and the impact WW2 had on women's lives.</p>		<p><u>Who should go on a bank note?</u> Pupils will look at the significance of people on the bank notes. They will decide whether a person is historically significant. Pupils will then look at the significance of William Tuke, Lily Parr and Betty Snowball and then decide who should be on the new£10 note.</p>	
Geography		<p><u>Where does our energy come from?</u> Pupils will look at why energy sources are important and the benefits and drawbacks of renewable energy. They will look at how energy sources affect how settlements grow. They will then look at how the UK generates energy and what is the best way to generate energy.</p>		<p><u>Why does the population change?</u> Pupils will look at the change and distribution of the global population. They will explore how the birth and death rates have changed. Pupils will then explore why people migrate. They will then look at how climate change has affected populations and how populations have impacted environments.</p>		<p><u>Can I carry out an independent fieldwork enquiry?</u> Pupils will develop enquiry questions and then decide upon the most effective method for their fieldwork. They will then plan a route for their fieldwork and collect their data. Finally, they will analyse their data and present their findings.</p>
RE	<p><u>What helps Hindus to worship?</u> Pupils will look at Sanatana Dharma as a way of life for Hindus. They will also look at the key duties and avatars of Sanatana</p>	<p><u>How is God three and yet one?</u> Pupils will look at the Holy Spirit being God at work in the world, the Holy Spirit in relationship with the Father and Son. They will look at creation and</p>	<p><u>What are the Buddhist ways of life?</u> Pupils will look at the Buddhists story of enlightenment, how Buddhists follow teachings to avoid bad karma. They will also</p>	<p><u>What do Christians believe about the Messiah and why its good news?</u> Pupils will look at Jesus as fulfilment of prophecies in his birth, life and death. They will link these with the story of Simeon in the temple. They</p>	<p><u>For Christians what difference does it make to belong to God's Kingdom?</u> Pupils will look at the command to 'act justly, love mercy, walk humbly'. They will look at the difference the Holy</p>	<p><u>What can be done to reduce racism and can RE help?</u> Pupils will look at what is meant by racism, what we can learn from the statues in Bristol. They will then look at whether good RE can</p>

		Dharma and their place in Hindu worship.	Christian's experience. They will then compare these views to other religions.	look at the eightfold path	will explore what Jesus said about himself.	Spirit can make. They will then look at the Lord's Prayer and what Christians believe about life after death.	promote justice and equality for all.
	PSHE	<p><u>Introductory lesson Family and relationships</u> identifying ways to resolve conflict through negotiation and compromise.</p> <p>Discussing how and why respect is an important part of relationships. Stereotypes: Attitudes. Challenging stereotypes.</p> <p>Change and loss.</p>	<p><u>Health and well-being</u> Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Exploring ways to maintain good habits.</p> <p>Setting achievable goals for a healthy lifestyle.</p> <p>Impact of technology on health.</p> <p>Resilience tool box.</p> <p>Immunisation.</p>	<p><u>Citizenship</u> Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us. Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others</p>	<p><u>Economic well-being</u> Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Discussing some risks associated with gambling.</p> <p>Identifying jobs which might be suitable for them.</p> <p>Career routes.</p>	<p><u>Well-being Safety and the changing body</u> Alcohol.</p> <p>Critical digital consumers. Social media. Discussing problems which might be encountered during puberty and using knowledge to help.</p> <p>Conception, pregnancy and birth. (<i>parents have the right to withdraw their child from these sessions</i>)</p> <p>First Aid: Choking / Basic life support.</p>	<p><u>Safety and the changing body Identity</u> <u>Transition lesson: Dealing with change</u> Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity. Exploring a greater range of strategies to deal with feelings associated with change.</p>
Technology	D&T	<p><u>Electronic systems and CAD/CAM - Alternative powered vehicle</u> Sustainability - Renewable and non-renewable energy sources Research - Different types of energy generation, including fossil fuels, renewable sources. Technical knowledge - CAD Electric circuits, Energy generation and storage Design - Using CAD create an alternative powered vehicle Make - Using CAM and fabrication methods create an alternative powered vehicle Evaluate - Testing if the product works and suggest modifications Careers link - Automotive designer</p>			<p><u>Textiles - Finger Puppets</u> Sustainability - 6 R's and their application in Textiles Research - Investigating different stitch types Technical knowledge - Sewing techniques Design - Create a character based on a story Make - Working with a range of textile techniques, tools and components. Evaluate - Reflection of success creating a finger puppet Careers link - Fashion designer</p>		
	Cooking and Nutrition	<p><u>Afternoon Tea – EWP</u> Nutrient basics where do we get them from? - pastry types and flours and cultures - <i>palmiers, pizza twists and basil muffins</i> Food provenance and seasonality - how do we flavour different foods (herbs, flavourings and spices) - <i>strawberry bread and breadsticks (rock cakes reward)</i></p>					

	Art	<p><u>The World of Tim Burton</u> Pupils will be introduced to the unit and the themes often scene in Burtons films and animations; the sets, the characters, the mood. They will be taught how to use charcoal to create a self-portrait in the style of a Tim Burton character. They will then design a character in the style of Tim Burton and a set for the character. They will recreate their character in modelling clay and its set will be created from a cereal box.</p>	<p><u>African pattern and Batik</u> Pupils will explore the rich culture of African art. They will think carefully about which mediums they choose for their artwork, as well as the tools they use to sculpt and manipulate clay to recreate a Benin plaque. They will be introduced to Esther Mahlangu and her culture of Ndebele patterns before investigating the Adinkra symbols of the old Ashanti kingdom</p>	<p><u>Antoni Gaudi: Mosaics and Mirrors</u> Pupils will be introduced to the work of Gaudi; the Sagrada Familia and Parc Guell. They will create a mosaic in either warm or cold colours inspired by Gaudis work. They will then look a landmark around Gatton Park (such as Gatton Hall and Japanese Garden) to recreate in the style of Gaudi. This will inform the final piece for the unit; a mirror inspired by Gatton Park and Gaudis mosaics</p>
	Computing	<p><u>Spreadsheets</u> Students use spreadsheets to help manage a sports business.</p> <p><u>Dragons Den</u> Students create a business plan, designing logos, branding various products, creating social media adverts.</p>	<p><u>Computational thinking</u> Students look at how to plan solutions for computers.</p> <p><u>HTML</u> Student use hand coding hypertext mark-up language.</p>	<p><u>Controlling physical systems</u> Students learning about how computers can interact with the world around them.</p> <p><u>Digital story</u> Students use multimedia and interaction to create and tell a story.</p>