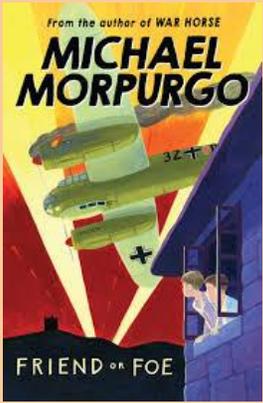
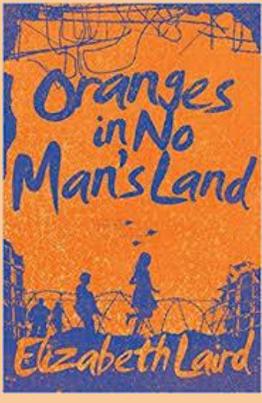
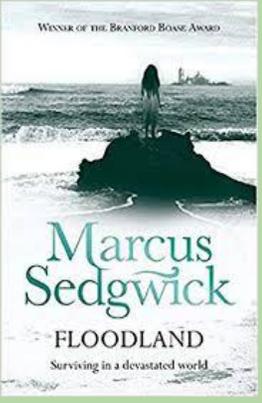
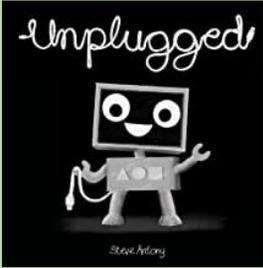
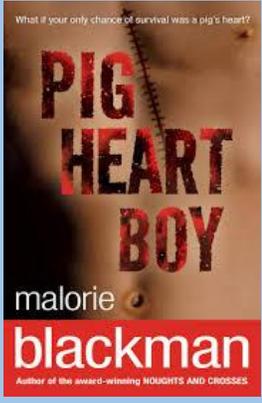


## Curriculum Framework - Year 6

<p style="text-align: center;"><b>Autumn Term</b> <b>Global theme(s):</b> Peace and Conflict</p> <p style="text-align: center;"><b>Focus:</b> Wider causes and effects of conflicts at all levels</p>		<p style="text-align: center;"><b>Spring Term</b> <b>Global theme(s):</b> Sustainable Development</p> <p style="text-align: center;"><b>Focus:</b> Ocean conservation and responsibility</p>		<p style="text-align: center;"><b>Summer Term</b> <b>Global theme(s):</b> Human Rights</p> <p style="text-align: center;"><b>Focus:</b> Moments that changed the world</p>	
<p style="text-align: center;"><b>Autumn 1</b> World War 2</p>	<p style="text-align: center;"><b>Autumn 2</b> Contemporary conflicts</p>	<p style="text-align: center;"><b>Spring 1</b> The ocean's impact on us</p>	<p style="text-align: center;"><b>Spring 2</b> Our impact on the ocean</p>	<p style="text-align: center;"><b>Summer 1</b> Protests and movements</p>	<p style="text-align: center;"><b>Summer 2</b> How can we change the world?</p>
<p>Core text: Friend or Foe</p>		<p>Core text: Oranges in No Man's Land</p>		<p>Core text: Floodland</p>	
					
				<p>Core text: Unplugged</p> 	
<p>Core text: Pig Heart Boy</p> 					
<p><b>School values curriculum</b></p>					
<p>School values curriculum</p> <p>Integrity,</p>	<p>School values curriculum</p> <p>Responsibility,</p>	<p>School values curriculum</p> <p>Responsibility,</p>	<p>School values curriculum</p> <p>Curiosity, Effort,</p>	<p>School values curriculum</p> <p>Responsibility,</p>	<p>School values curriculum</p> <p>Effort, Resilience,</p>

<p>Gratitude, Bravery, Respect through core text considering the lifestyles of people during wars.</p>	<p>Bravery, Effort, Creativity, Resilience, Gratitude through core text considering the search for a cure and living conditions of characters. Also through looking at charitable work that support refugees.</p>	<p>Integrity, Gratitude, Respect through overlying topic of conservation and the impact of the ocean on us.</p>	<p>Bravery, Responsibility, Creativity through considering human impact on the oceans and what we can do to make a change.</p>	<p>Collaboration, Integrity, Resilience, Bravery when looking at protests and movements e.g Rosa Parks incident. Also links through KS2 SATS.</p>	<p>Collaboration, Responsibility, Gratitude through Partnership trip to France, reflecting on time at PPS and gearing up to begin High School. Also values highlighted through Topic looking at how children can have a voice and make a difference in the wider community.</p>
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**Diversity, Community & Global Project Outcome**

<p>To understand some causes and effects of conflict at all levels from personal to global.</p> <p>To look at examples of conflicts past and present in own society and others.</p>	<p>To understand wider causes and effects of conflicts at all levels.</p> <p>To understand and develop strategies for managing, resolving and preventing conflict, including 'win-win' solutions.</p> <p>To look at examples of conflicts past and present in own society and others.</p>	<p>To consider people's dependencies on the environment.</p> <p>To understand the basics of climate change (causes and effects).</p> <p>To explore environmentally-responsible living and global inequalities in ecological footprints.</p> <p><b>Global Curriculum</b></p>	<p>To understand the importance of biodiversity</p> <p>To consider wider causes and implications of climate change.</p> <p>UN Sustainable Development Goals and progress against them.</p> <p><b>Global Curriculum</b></p>	<p>Universal Declaration of Human Rights.</p> <p>To understand those responsible for rights being met (e.g. teachers, local and national government).</p> <p>To understand the importance of citizens, societies and governments</p>	<p>To explore reasons why some people have their rights denied.</p> <p>To understand the importance of citizens, societies and governments respecting and defending people's human rights.</p> <p>Explore current and</p>
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<p><b><u>Global Curriculum Skills</u></b></p> <p><b><u>Empathy</u></b> Recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p> <p><b><u>Cooperation and Conflict Resolution</u></b> Use knowledge of others' viewpoints to resolve problems and compromise.</p> <p><b><u>Self-awareness and Reflection</u></b> Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.</p>	<p><b><u>Global Curriculum Skills</u></b></p> <p><b><u>Empathy</u></b> Recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p> <p><b><u>Cooperation and Conflict Resolution</u></b> Use knowledge of others' viewpoints to resolve problems and compromise.</p> <p><b><u>Self-awareness and Reflection</u></b> Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.</p>	<p><b><u>Skills</u></b></p> <p><b><u>Informed and Reflective Action</u></b> To contribute to the well-being of the wider community.</p> <p>Identify and plan appropriate action(s) and opportunities to make own voice heard.</p> <p><b><u>Ability to manage complexity and uncertainty</u></b> To explore multiple perspectives and alternative visions of the future.</p> <p><b><u>Communication</u></b> To communicate effectively through a range of media about issues to suit subject, audience and purpose.</p>	<p><b><u>Skills</u></b></p> <p><b><u>Informed and Reflective Action</u></b> To contribute to the well-being of the wider community.</p> <p>Identify and plan appropriate action(s) and opportunities to make own voice heard.</p> <p><b><u>Ability to manage complexity and uncertainty</u></b> To explore multiple perspectives and alternative visions of the future.</p> <p><b><u>Communication</u></b> To communicate effectively through a range of media about issues to suit subject, audience and purpose.</p>	<p>respecting and defending people's human rights.</p> <p>Explore current and historical human rights issues and movements in own country and elsewhere.</p> <p><b><u>Global Curriculum Skills</u></b></p> <p><b><u>Informed and Reflective Action</u></b></p> <p>Identify and plan appropriate action(s) and opportunities to make own voice heard.</p> <p>Challenge viewpoints which perpetuate inequality and injustice.</p> <p><b><u>Critical and creative thinking</u></b></p>	<p>historical human rights issues and movements in own country and elsewhere.</p> <p><b><u>Global Curriculum Skills</u></b></p> <p><b><u>Informed and Reflective Action</u></b></p> <p>Identify and plan appropriate action(s) and opportunities to make own voice heard.</p> <p>Challenge viewpoints which perpetuate inequality and injustice.</p> <p><b><u>Critical and creative thinking</u></b></p>
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				<p>To evaluate media and other sources for bias, stereotypes and range of voices and perspectives.</p> <p><b><u>Empathy</u></b> Recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p>	<p>To evaluate media and other sources for bias, stereotypes and range of voices and perspectives.</p> <p><b><u>Empathy</u></b> Recognise how different backgrounds, beliefs and personalities affect behaviour and world views.</p>
<b>Writing outcomes</b>					
<p>Character diaries Biographies Flashback narrative War poetry Detailed setting descriptions Narrative showing tension</p>		<p>Information text about the Titanic Floodland inspired narrative Balanced argument about the Bermuda triangle Newspaper article about ocean pollution Persuasive writing about water shortages Sea poetry</p>		<p>Formal, informal and persuasive letters Balanced argument for/against transplants First person narrative Narrative dream sequence</p>	
<b>Curriculum Overview</b>					
<p>In this term children will learn about the causes and events of World War 2 and how the consequences still impact on us today.</p>	<p>Children will learn about the causes and effects of modern conflicts. They will consider the future of warfare and how it</p>	<p>To begin this topic children will learn the definition of geographical terms relating to bodies of water and locate</p>	<p>Children will build on their existing knowledge to turn the tables and consider human impact on the oceans.</p>	<p>This topic will focus on significant events in history that have impacted on modern life. The first half term will focus on the</p>	<p>Children will finish their primary school careers by looking backwards and forwards. They will consider their</p>

<p>They will consider war as a wider issue and whether it is ever justified.</p>	<p>could potentially impact on the world. Children will examine the portrayal of modern conflicts in the media and consider prejudices that are developed from media representation.</p>	<p>them on a world map. They will consider the importance of ocean resources for sustaining life (human and animal) both at home and around the globe. Children will also begin to develop their understanding of water vulnerability and the right to clean water</p>	<p>They will investigate the impact of fishing, pollution and travel on the oceans, and discuss whether the damage is repairable, and how to minimise it through conservation efforts.</p>	<p>efforts of individuals to create change in the world, and the methods used to achieve this. Children will debate the most effective ways of bringing about change, and back up their opinions with evidence from high impact movements both in the past and present.</p>	<p>personal footprint on the school and local community, and share their aspirations for their futures, both near and distant. They will look for inspiration in public figures of the past and present, and identify the personal drivers of these people that aided them in their successes.</p>
<p><b>Curriculum Drivers.</b></p>	<p><b>Curriculum Drivers</b></p>	<p><b>Curriculum Drivers</b></p>	<p><b>Curriculum Drivers</b></p>	<p><b>Curriculum Drivers</b></p>	<p><b>Curriculum Drivers</b></p>
<p><b>Science</b></p>					
<p><b>Physics</b> Light</p> <ul style="list-style-type: none"> <li>- recognise that light appears to travel in straight lines</li> <li>- use the idea that light travels in</li> </ul>	<p><b>Physics</b> Electricity</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p>	<p><b>Biology</b> Living Things and their habitats</p> <p>describe how living things are classified into broad groups according to common observable</p>	<p><b>Biology</b> Evolution and inheritance</p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide information about living things that</li> </ul>	<p><b>Biology</b> Animals including humans</p> <ul style="list-style-type: none"> <li>- identify and name the main parts of the human circulatory system, and describe the functions of the</li> </ul>	<p><b>Chemistry focus</b> Scientific Enquiry</p> <ul style="list-style-type: none"> <li>- planning different types of scientific enquiries to answer questions, including recognising and controlling variables</li> </ul>

<p>straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <ul style="list-style-type: none"> <li>- 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</li> <li>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<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>characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p>	<p>inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p>heart, blood vessels and blood</p> <ul style="list-style-type: none"> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p>where necessary</p> <ul style="list-style-type: none"> <li>- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>- using test results to make predictions to set up further comparative and fair tests</li> <li>- reporting and presenting findings from enquiries, including conclusions, causal relationships and</li> </ul>
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					<p>explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>- identifying scientific evidence that has been used to support or refute ideas or arguments</p>
<b>RE</b>					
<b>PE</b>					
<p><b>Gymnastics</b></p> <p>Demonstrate precision, control and fluency.</p> <p>Sustain movements over a longer period of time. Convey expression and emotion in performance.</p> <p>Use changes in and combinations of</p>	<p><b>Hockey and Football</b></p> <p>Use appropriate passing styles with variety, accuracy and power to achieve given goals.</p> <p>Combine, vary and choose appropriate strategies and tactics.</p> <p>Choose and use the most appropriate skills, tactics and actions to cause problems.</p> <p>Know how to keep possession</p> <p>Work within a team with less focus on self.</p> <p>Understand that a winning team has not always been the best one.</p> <p>Demonstrate precision, control and fluency.</p>	<p><b>Team building</b></p> <p>Combine, vary and choose appropriate strategies and tactics.</p> <p>Choose and use the most appropriate skills, tactics and actions to solve problems.</p> <p>Work within a team with less focus on self.</p>	<p><b>Athletics</b></p> <p>Select appropriate times to change pace within running for maximum effect.</p> <p>Throw a javelin from running start with increased accuracy and power.</p> <p>Throw a shot putt from standing, creating power</p>	<p><b>Rounders</b></p> <p>Work within a team with less focus on self.</p> <p>Real PE - Building cognition, collaboration, personal; drive and self-regulation through PE</p>	

<p>direction, level and speed with increasingly complex sequences.          Begin to improvise based on previous skills.          Plan, perform and repeat sequences including change in speed and level.          Real PE - Building cognition, collaboration, personal; drive and self-regulation through PE</p>	<p>Real PE - Building cognition, collaboration, personal; drive and self-regulation through PE</p>	<p>Use physical and teamwork skills successfully and efficiently in a variety of different challenges          Know how to prepare physically and organisationally to be safe and efficient          Are clear about what they have to achieve and recognise the importance of planning          Identify what they have done well and adapt plans to be more efficient when facing similar challenges          Use a range of criteria to judge own or others work.          Real PE - Building cognition, collaboration, personal; drive and self-regulation through PE</p>	<p>through shifting of weight.          Monitor their own heart rate and breathing.          Understand how heart rate and breathing slows after exercise.          Know and use the relationship between power and stamina.          Real PE - Building cognition, collaboration, personal; drive and self-regulation through PE</p>	
<p><b>Art &amp; DT</b></p>				

<p>Create original pieces that show a range of influences and styles.</p> <p>Drawing: Choose a style of drawing suitable for the work (e.g. realistic or impressionist).</p> <p>Drawing: use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p>	<p>Measure and cut precisely to millimetres</p> <p>Make stable and strong joins to stand the test of time</p> <p>Plan the order of work by thinking ahead</p> <p>Use sketches to show other ways of doing things and use these to justify choices</p> <p>Carry out tests to see if their design works</p> <p>Evaluate designs and make improvements</p> <p>Refine the quality of the finished product, including making annotations on the design</p> <p>Use robust testing to improve models and finished products, documenting and</p>	<p>Be inspired by the work of artists, architects and designers and adapt the different ideas and techniques to create their own pieces of work.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p>	<p>Sculpture: use frameworks (such as wire or moulds) to provide stability and form.</p> <p>Sculpture: show life-like qualities and real life proportions or, if more abstract, provoke different interpretations</p> <p>Make more complex designs to include belts and pulleys and a combination of other mechanisms</p>	<p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Master the control of a range of different materials.</p> <p>Collage: combine visual and tactile qualities.</p> <p>Collage: Use ceramic mosaic materials and techniques to make a collage.</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Explain with reasoning the choices of an artist/designer to explain the intended effect of different craft and design techniques.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Meet an identified need – e.g. a meal for an older person – by selecting ingredients or materials</p> <p>Work in a safe and hygienic way</p> <p>Use proportions when cooking by doubling and halving recipes</p>
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	evaluating the process			
<b>History</b>				
To understand the role of opinion and		Speculate – what if?		Interpret the past using a range of concepts

<p>propaganda.</p> <p>Collect, sift and investigate evidence to provide well-reasoned arguments.</p> <p>Devise historically valid questions about change, cause, similarity and difference.</p>	<p>Note connections, contrasts and trends over time.</p> <p>Speculate how present events and actions might be seen and judged in the future.</p> <p>Begin to understand the concept of legacy.</p>	<p>and ideas.</p> <p>Speculate and hypothesise about the past, formulating their own theories about reasons for change.</p>
<p><b>Geography</b></p>		
<p>Collect statistics about people and places and set up a database from fieldwork and research</p> <p>Analyse data – e.g. population data-using similarity and difference</p>	<p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns</p> <p>Name and locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</p> <p>Create maps of locations identifying patterns</p> <p>Suggest how human activities can cause changes to environment and to the different views people hold</p> <p>Make a plausible case for environmental change</p> <p>Interpret other people’s arguments for change, analysing their viewpoints.</p>	<p>Use an 8 point compass to plan a route.</p>

PSHE

Explain when they have experienced conflicting emotions and how they dealt with the situation.

Assess risks in different situations and explain how to manage them responsibly.

Understand when and how to help others if they feel they are at risk.

Understand the importance of resisting pressure from others and who they can go to for help with this.

Explain and understand the need to respect the differing ideas of a range of people in society.

Recognise a wide range of emotions in others and know when to support them or to seek help

Understand the nature and consequences of discrimination, teasing, bullying and aggressive behaviours

Understand that different people will respond to the same situation in different ways

Explain how the media can have positive and negative impacts upon health including dental health.

Understand the risks of not maintaining good levels of personal hygiene

Understand that rules and laws differ in different parts of the world.

Understand reasons why the media may present information in different ways.

Recognise and challenge stereotypes.

Describe the different cultural, ethnic and religious groups that make up the world.

Computing				
<p>Plan and design complex multi-level games</p> <p>Control an on-screen icon using text based controls, including responding to sensors and repeating written algorithms</p> <p>Detect and correct errors in programs</p>	<p>Understand the need to use social networking sites respectfully, responsibly and sensibly</p> <p>Know how to share appropriate content and comments on social networks</p> <p>Understand how publishing information creates a digital footprint</p>	<p>Save documents and images into different formats for different purposes</p> <p>Add, amend and combine different forms of information in different ways</p> <p>To create an interactive activity by adding hyperlinks</p>	<p>Understand computer networks including the internet e.g. tracing servers around the world</p> <p>Describe how information is passed between computers and networks e.g. using Cisco games</p> <p>Understand how search engines work e.g. using Google and evaluating the credibility of information online</p>	
MFL				
<p>What have the French ever done for us?! We will be learning about some famous Frenchies in the world of work and innovation. Pupils will revise how to introduce themselves to friends and VIPs in the correct register.</p>				
Music				
<p><b>Singing</b></p>	<p><b>Music appreciation</b></p>	<p><b>Soundscapes</b></p>	<p><b>Composition</b></p>	<p><b>Music that changed the world</b></p>

<p>Perform parts from memory and from notation.</p> <p>Perform with full control, confidence and competence.</p> <p>Polish their own performance through practice and rehearsal.</p> <p>Develop ideas with distinct musical structures.</p>	<p>Discuss how alternative tempo choice would affect a piece of music.</p> <p>Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion.</p> <p>Express some musical opinions with reference to famous composers.</p> <p>Use reasoned arguments to explain the impact of a composer on society in detail.</p>	<p>Identify and explore the relationship between sounds.</p> <p>Convey intentions through compositions.</p> <p>Explain the effects of each layering of sound within a piece of music.</p> <p>Recognise fluidity within music and how musical elements flow during transition within a piece.</p>	<p>Use a wide range of musical devices such as melody, rhythm, chords and structures.</p> <p>Appreciate and use knowledge harmonies to compose own sequences.</p> <p>Compose music for different occasions.</p> <p>Develop use and understanding of standard notation in composition.</p> <p>Record written music that reflects composition skills studied to date.</p>	<p>Develop aural skills, explaining how musical elements are used in certain moods / genres of music.</p> <p>Evaluate differences in live and recorded performances in detail.</p> <p>Compare differences within music between two given time periods.</p>	
<b>Visit</b>					
Beamish - World War 1 Workshop	Visit to watch PHS show (transition)		Dove Marine Laboratory		High school transition Overseas residential

