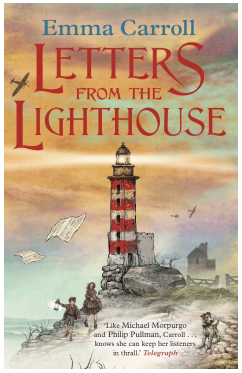
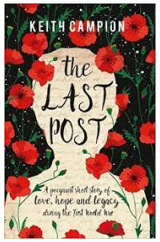
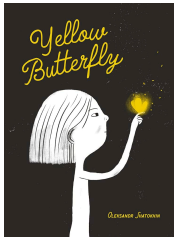
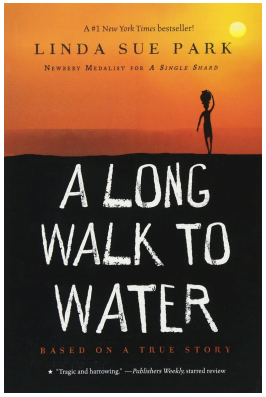
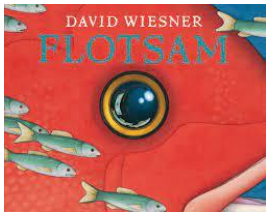
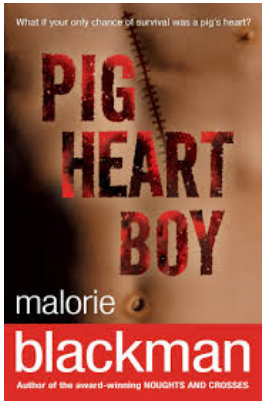
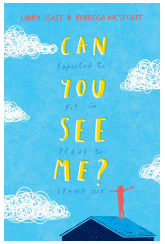
Year 6 Curriculum Overview

Autumn Term **Global theme(s):** Peace and Conflict **Focus:** Wider causes and effects of conflicts at all levels		**Spring Term** **Global theme(s):** Globalisation and interdependence **Focus:** Water conservation and access to clean water	**Spring Term** **Global theme(s):** Sustainable Development **Focus:** Clean oceans and preventing pollution	**Summer Term** **Global theme(s): Power and Governance** **Focus:** Who has changed the world?	
Autumn 1 World War 2	**Autumn 2** World War 1 and Contemporary conflicts	**Spring 1** Clean water and sanitation	**Spring 2** Our impact on the ocean	**Summer 1** Changes and breakthroughs	**Summer 2** How can we change the world?
Core texts Letters from the Lighthouse 	**Core text** The Last Post Yellow Butterfly  	**Core text** A Long Walk to Water 	**Core text** Flotsam 	**Core text** Pig Heart Boy 	**Core text** Can you see me? Hope on the Horizon 

Curriculum overview	**Curriculum overview**	**Curriculum overview**	**Curriculum overview**	**Curriculum overview**	**Curriculum overview**
In this term children will learn about the causes and events of World War 2 and how the consequences still impact on us today. Long lasting effects of racial and religious oppression will be explored through a study of the Holocaust supported by the Anne Frank Trust, and then linked to the wartime contributions of the Windrush generation and the impact of colonialism on people of colour in Britain today.	A special focus will be taken on the events and legacy of World War 1 for Remembrance Week. Children will learn about the causes and effects of modern conflicts. They will consider the future of warfare and how it could potentially impact the world. Children will examine the portrayal of modern conflicts in the media and consider prejudices that are developed from media representation.	To begin this topic children will learn the definition of geographical terms relating to bodies of water and locate 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	Children will build on their existing knowledge to turn the tables and consider human impact on the oceans. 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.	This topic will focus on significant events in history that have impacted on modern life. The first half term will focus on the efforts of individuals to create change in the world, and the methods used to achieve this. They will look for inspiration in public and personal figures of the past and present, and identify the personal drivers of these people that aided them in their successes.	Children will finish their primary school careers by looking backwards and forwards. They will consider their personal footprint on the school and local community, and share their aspirations for their futures, both near and distant. Through our core text they'll begin to recognise differences in each other, and prepare for the wider range of people they will meet in high school.
Diversity, Community & Global Project Outcome	**Diversity, Community & Global Project Outcome**	**Diversity, Community & Global Project Outcome**	**Diversity, Community & Global Project Outcome**	**Diversity, Community & Global Project Outcome**	**Diversity, Community & Global Project Outcome**
Applications for Junior Leadership team; taking on more responsibility in school	Anne Frank 'My Story' project; challenging discrimination and understanding the importance of standing against prejudice.	Learn about WaterAid and local charity GrifAid and write persuasive letters about the importance of water conservation.	Look for ways in school and at home to reduce plastic use	Communicating with our French partner school (throughout the year) and preparing to visit	Visiting our French partner schools and demonstrating responsible travel
English					

Writing outcomes Detailed air raid setting descriptions Suspense lighthouse narrative Persuasive writing to sell a lighthouse Sea Storm Poetry.	**Writing outcomes** Character diaries based on The Last Post Shakespeare study Present tense war time narrative	**Writing outcomes** Comparative information text about England and an African country Conversation themed persuasive letter Biography of Salva Dut	**Writing outcomes** Underwater setting descriptions. First person narrative. Contretemps adventure narrative Newspaper article (MITNE week)	**Writing outcomes** Diary entries from different character perspectives Instruction texts (Blood Smoothie and independent choice	**Writing outcomes** Zoo animals formal and informal letter of complaints. Dream Giver character description. Dream Giver narrative
Grammar, punctuation and spelling Verbs and nouns Phrases Expanded noun phrases Main and subordinate clauses Relative clauses Synonyms and antonyms Punctuation for parenthesis Formal and informal vocabulary To be verbs Building complex sentences **Spelling** /sh/ coded sh, ch, ti, si, ssi, ci Suffixes ous, cian /ul/ coded -le, -al, -el, -il, ul Word endings ible/able Suffixes al, ful Prefixes ultra, multi		**Grammar, punctuation and spelling** Subject, verb, object Active and passive voice Colons Semicolons Adverbials Noun phrases Main and subordinate clauses Parentheses Direct and reported speech Punctuating direct speech **Spelling** Code ough sounding as /or/ /u(f)/ /oa/ /ee/ coded ei, ie /i/ coded i, y, ‘y /r/ coded r, rr, wr, rh Prefixes co, con		**Grammar, punctuation and spelling** Subjunctive mood Tense (Progressive, perfect and simple) Hyphens Revision (10 minute starters of all KS2 SPaG objectives) **Spelling** Word endings ture/sure Suffixes -ly, ally Prefixes self, ex, co Spelling rule of the day (all KS2 spelling patterns)	
Maths					
Maths curriculum ● Place value ● Four operations	**Maths curriculum** ● BIDMAS ● Fractions ● Position and direction	**Maths curriculum** ● Decimals and percentages ● Ratio ● Converting measures ● Properties of shapes	**Maths curriculum** ● Statistics ● Perimeter and area	**Maths curriculum** ● Time and timetables ● Revision ● National assessments	**Maths curriculum** ● Algebraic reasoning ● Time, timetables and money ● Using calculators ● Problem solving

Science				
Science Physics: Electricity **Key questions** ● How does electricity work? ● Who are the pioneers of electricity? ● How are circuits built? ● How do we know if a circuit works? ● How is electricity generated? ● How can electricity be used practically?	**Science** Physics: Light **Key questions** ● What do I know about light? ● How does light allow us to see? ● Can the path of light be altered? ● How do periscopes work? ● How are shadows formed and how do they change?	**Science**. Biology: Evolution and inheritance **Key questions** ● What are living things made from? ● What causes variation in species? ● What is the difference between inherited and acquired characteristics? ● Who were the pioneers of evolution? ● How do animal species change over time? ● Do only animals adapt to survive?	**Science** Biology: Animals including Humans **Key questions** ● What are the vital organs? ● What is blood made from? ● How does the heart work? ● How do the lungs work? ● How long does it take heart rate to recover after exercise? ● How can lifestyle affect our health? ● Which nutrients does a body need to stay healthy?	**Science** Biology: Classification of living things **Key questions** ● How are living things classified? ● What are the characteristics of each classification? ● Who was Carl Linnaeus and how did he classify creatures? ● What are microorganisms? ● What do microorganisms need to survive?
Wider national curriculum				
History **World War 2** **Concepts of society, invasion, power, government** **Key Question: How was Britain on the winning side of World War 2?** ● Why did Britain have to go to war in 1939? ● Why was it difficult to be sure what life was really like in Britain during WW2? ● Why did Britain win the Battle of Britain? ● Empire at war: How did Britain's colonies help? ● Turning the tide: D-Day and the road to victory ● Why did Britain win? **National Curriculum objective**		**History** **Local History**- Made in the North East- Shipbuilding **Concept of society** **Key Question** Why was shipbuilding so important to the North East of England? **Sub Questions** ● Why are ships no longer built on the Tyne? ● Where were the North East ships built? ● Why was shipbuilding important to the North East? ● How was the North East affected by the demise of the shipyards? ● What was life like on the shipyards? ● Which notable ships were built in the North East? ● How has the shipbuilding industry changed	**History** **Significant people in history** (Global Curriculum focus) **Concepts of society and power** **Key Question** Who has changed the world? **Sub Questions** ● What makes someone significant? ● Who are the heroes of human rights? ● Who are the significant Innovators and discoverers? ● Who has inspired change today?	

-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	over time? **<u>National Curriculum objective</u>** - a local history study	
Geography **Key Question: Discovering Iceland: *What makes Iceland unique, and how does it compare to the UK?*** • Where in the World Is Iceland? • Fire and Ice – Iceland's Physical Geography • Life in Iceland – Human Geography • Power from Nature – Sustainability and Energy • Comparing Iceland and the UK	**Geography** **Key Question: What is our impact on the ocean?** • How is Earth divided geographically? • How many oceans are there? • What kind of countries are water vulnerable? • What are the ocean layers? • What are the key ocean landmarks? • How can human activity cause changes to our environment • How do I read a map?	**Geography** **Key Question: The UK: Who are we?** • The geography of the UK • Regions and diversity • Economic geography and resources • Identity and connections
Computing **<u>Programming</u>** **<u>Sensing</u>** Designing and coding a project that captures inputs from a physical device.(Microbit) <u>Learning objectives:</u> • to create a program to run on a controllable device • to explain that selection can control the flow of a program • to update a variable with a user input • to use an conditional statement to compare a variable to a value • to design a project that uses input and outputs on a controllable device • to develop a program to use inputs and outputs on a controllable device	**Computing** **<u>Data and information</u>** **<u>Introduction to spreadsheets</u>** Answering questions by using spreadsheets to organise and calculate data. <u>Learning objectives:</u> • to identify questions which can be answered using data • to explain that objects can be described using data • to explain that formulas can be used to produce calculated data • to apply formulas to data, including duplicating • to create a spreadsheet to plan an event • to choose suitable ways to present data	**Computing** **<u>Creating media</u>** **<u>Webpage creation</u>** Designing and creating webpages, giving consideration to copyright, aesthetics, and navigation. <u>Learning objectives:</u> • to review an existing website and consider its structure • to plan the features of a web page • to consider the ownership and use of images (copyright) • to recognise the need to preview pages • to outline the need for a navigation path • to recognise the implications of linking to content owned by other people

Internet safety Online relationships Online reputation		**Internet safety** Safer Internet Day		**Internet safety** Privacy and security Self-image and identity
Music **Introduction to harmonisation and accompaniments** Understand how to play the root notes of chord progression as a bassline for a piece of created music. Create a melodic line, improvised over the bassline. Notate pitches C-G on a stave, using rhythm notation for crotchets, quavers, minims and semibreves accurately.	**Music** **Pop style compositions** Understand dissonance and harmony. Know the notes used to create a triad chord in root position. Understand the terms block chord and broken chord. Improvise a melody with a chord accompaniment.	**Music** **Pachelbel Canon Project** Recognise and know when Pachelbel composed his Canon in D. Play the 8 note, iconic GROUND BASS/OSTINATO pattern from the Canon, transposed to the key of C, on a keyboard, to accompany well known pop songs which have used Pachelbel's idea. Create a melodic composition above the 8 note bassline, including an introduction and coda section.	**Music** **12 Bar Blues** Understand the history and origins of Blues music and the birth of Jazz. Name some influential jazz musicians. Know which chords are used to play 12 bar blues in C. Play a 12 bar blues bassline, either as broken chords or a walking bass. Improvise a melody using part of a blues scale.	**Music** **'The River' - a large-scale group composition inspired by Smetana's Vltava.** Discuss how Smetana structured his piece Vltava. Recognise how he incorporated folk music, patriotic music of his country and different styles of music, as well as original sections. Understand and be able to demonstrate how a musical theme can return in different styles when the elements of music are used in different ways. Record creative ideas using graphic symbols, rhythm notation and staff notation or technology, to contribute to composing and performing a group soundscape composition. Incorporate skills used during various KS2 topics, as well as music they already know, to create one large scale performance, linked by a 'river theme' composed section.
Art				

Key Question: How can lighthouses be represented through different techniques? **Drawing** ● To sketch with improving control and pressure ● To use sketching to map out ideas and concepts ● To use a wide variety of line (contoured, abstract, hatched, stippled) ● To use a variety of different techniques to produce studies on a particular theme ● To use line with confidence to create an effect **Painting** ● To make greater use of a range of painting techniques in the style of artists studied	**Key Question: How is war represented in art?** **Printing** ● To hone techniques, combining skills to develop creative, original compositions **Evaluation** ● To reflect on own work displaying a fluent grasp of visual language ● To identify specific next steps, in order to develop their technique ● To annotate work effectively in order to refine and develop ideas	**Key Question: How did the Impressionists represent water?** **Painting** ● To make greater use of a range of painting techniques in the style of artists studied ● To combine colours, tones and tints to enhance the mood of a piece **Artists' work** ● To build on knowledge of Movements in Art History, placing them within the context of wider historical events ● To recognise the influence of Artists on the wider world ● To explain with reasoning the choices of an artist of the intended effect of different craft and design techniques. ● To continue to use artist's to inspire own work, making reference to themes/ techniques **Evaluation** ● To reflect on own work	**Key Questions: How can we highlight the importance of ocean conservation?** **Drawing** ● To sketch with improving control and pressure ● To use sketching to map out ideas and concepts ● To use a variety of different techniques to produce studies on a particular theme **Sculpture** ● To use, shape, mould, and carve clay to produce work in life-like proportions ● To use use etching and slip to join pieces of clay together ● To build self-supporting structure for display ● To identify areas to improve, using learned techniques to refine and smooth **Artists' work** ● To recognise the influence of Artists on the wider world ● To continue to use artist's to	**Key Questions: Is organ donation from animal to human ethical?** **Drawing** ● To sketch with improving control and pressure ● To use sketching to map out ideas and concepts ● To use a wide variety of line (contoured, abstract, hatched, stippled) ● To use a variety of different techniques to produce studies on a particular theme ● To use line to build texture ● To use line with confidence to create an effect **Collage** ● To use the quality of materials to enhance ideas ● To combine disciplines to produce a product which meets a specific design brief **Artists' work** ● To explain with reasoning the choices of an artist of the intended effect of different craft and design techniques.	**Key Questions: How can we raise the profile of bee conservation through Art?** **Textiles** ● To combine disciplines to produce a product which meets a specific design brief ● To embellish design using a range of stitches **Collage** ● To use the quality of materials to enhance ideas ● To combine disciplines to produce a product which meets a specific design brief **Artists' work** ● To recognise the influence of Artists on the wider world ● To explain with reasoning the choices of an artist of the intended effect of different craft and design techniques. ● To continue to use artist's to inspire own work, making reference to themes/ techniques **Evaluation** ● To reflect on own work displaying a fluent grasp of visual language

		• displaying a fluent grasp of visual language • To identify specific next steps, in order to develop their technique	inspire own work, making reference to themes/ techniques	• To continue to use artist's to inspire own work, making reference to themes/ techniques	• To identify specific next steps, in order to develop their technique • To annotate work effectively in order to refine and develop ideas
DT **Key Question: What is the purpose of a lighthouse?** • Investigate and analyse a range of existing products • Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Understand and use electrical systems in their products • Select from and use a wider range of tools and equipment to perform practical tasks • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		**DT** **Key Questions: How do boats float? How do boats move and change direction?** • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • Understand how key events and individuals in design and technology have helped shape the world • Understand and use mechanical systems in their products [for example, gears, pulleys,cams, levers and linkages]		**DT** **Key Question: What is traditional French cuisine?** • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. • Understand how culture impacts diet	
PE **Invasion Games (Football/Rugby)**		**PE** **Gymnastics**		**PE** **Athletics**	

• To help other members of his/her team to find space within a team game. • To evaluate his/her own and the team's performance within a challenge and make suggestions of how to improve for next time. • To evaluate his/her own and the team's performance within a challenge and make suggestions of how to improve for next time. • To use effective communication and teamwork within games. **Games** **(Net and Wall)** • To help other members of his/her team to find space within a team game. • To use effective communication and teamwork within games. • To evaluate his/her own and the team's performance within a challenge and make suggestions of how to improve for next time. • To understand and correctly follow the rules of popular net games e.g tennis, badminton, volleyball. • To understand how to hold a racquet and strike a ball/shuttlecock with increasing accuracy. • To learn a variety of shots to help improve their skill in a given game e.g slice in tennis or spike in volleyball. **Dance** • Perform dance actions with control and expression. • Choose their own dance steps and movements and then develop them into a routine. • Perform longer routines from memory adding expression and extension to their movements. • To choreograph short routines to portray a particular mood or style. • To explore different styles of dance and develop short routines in those styles.	• To perform actions in and out of rolls. • To lead others in a stretching routine to prepare for gymnastics. • To perform a range of balances with a high level of control and accuracy. • To hold different positions when balancing and use different shapes to express a given theme/mood. • To create sequences that have changes of speed and level. • To select the most appropriate ways to travel from one balance to another. **Invasion Games** **(Football/Rugby/Hockey)** • To help other members of his/her team to find space within a team game. • To evaluate his/her own and the team's performance within a challenge and make suggestions of how to improve for next time. • To evaluate his/her own and the team's performance within a challenge and make suggestions of how to improve for next time. • To use effective communication and teamwork within games.	• To run longer distances knowing when to use a sprint. • To change his/her body shape to decrease air resistance when running. • To use the correct action to throw a javelin with a run up. • To use his/her toe and heel to spin and throw a discus and shot put. • To jump: one foot to same foot to two feet (triple jump) • To evaluate his/her own and the team's performance within a challenge and make suggestions of how to improve for next time. • To understand personal challenges and try to improve each session by taking coaching points into consideration. **Games** **(Strike and field)** • To choose the most appropriate throw to use within a game. • To call out for a catch in a game showing they know they are in the best place. • To understand and correctly follow the rules of well-known striking games e.g Cricket, Rounders. • To understand the importance of timing and coordination in order to strike a moving ball. • To throw a ball in different ways to catch out an opponent e.g adding side spin, top spin, a flat delivery.
RE <u>Hinduism: Why do Hindus want to be good?</u> **<u>Key Questions:</u>**	**RE** <u>Christianity: What did Jesus do to 'save' people?</u> **<u>Key Questions:</u>**	**RE** <u>Spirituality: How does faith help people when life gets hard?</u> (Not any one particular religion).

What is Brahman? What is atman? What can be learned about atman through a Hindu story? Samsara: why is atman important? What else is important? How does dharma affect the way someone might live their life? What examples does Ghandi set about how to live life? Why do Hindus try to be good?	How does Salvation and Incarnation fit into the 'big story'? Why do Christians consider Jesus' death a sacrifice? How does Holy Communion link to the death of Jesus? How do Christians put their beliefs into practice? What difference does Jesus' example make to the world? <u>Christianity: What difference does the resurrection make to Christians?</u> **<u>Key Questions:</u>** What is the Resurrection to Christians?	**<u>Key Questions:</u>** What is life like? Exploring the ups and downs What questions have you got about what happens when we die? What is Christian teaching about life after death? Why do some people believe that we do not only live once? What is reincarnation? How do Christians mark when someone dies? What do people who don't believe in God think happens when we die? What different ideas are there about what happens when we die? What do I believe? <u>Spirituality: Why do some people believe in God and some people not?</u> What impact does having a faith have on how people think and live?
PSHE **Personal relationships** • How can I have positive and respectful friendships in person and online? • What can bullying look like and what impact can it have? • What is prejudice and discrimination? • Gender identity and sexual orientation • What is a committed relationship? • What is consent? • When should I break a confidence? • How reliable are online images? (need more?) • Should I share an image?(links to sexstortion)	**PSHE** **MELVA- Year 6 extension activities** **Planning for the future - Managing money, how banks work.** • Where does our money go? • What is tax and why is it important? • How can I manage money responsibly?	**PSHE** **Health and safety** • How can I keep myself and others safe? • How can I administer basic First Aid? • How can I stay safe online and in school? • What effect can alcohol and drugs have on my health? • What new responsibilities and changes will increasing independence bring? **Transition to high school** • How can changes affect us? • What will happen when I go to high school? • What can I do if I feel stressed or worried about change?
French Pupils reflect on what French words they have in their 'survival kit'. Recall increasing amount of high-frequency vocabulary of French words for colours, days, months, numbers,	**French** We explore the world of fairy tales, including those written by Perrault. Describe characters with a range of adjectives respecting grammar rules.	**French** The whole of the summer term provides an opportunity to revise core vocabulary from Key Stage 2 French. We put this into practice by pretending to meet friends to eat in the restaurants, ice cream parlours and creperies of

feelings. Adapt remembered phrases to express our own ideas. Taking the French worlds of haute couture and sport as our inspiration, we talk about our favourite things. Conduct a simple conversation without prompts about preferences. Show awareness of language in knowledge of register (**tu** and **vous**).		Show awareness of language in use of pronouns. This introduction to etymology (study of language origins) will assist in developing strategies for further language learning like Spanish and German at High School. Identify and explore links between related languages. Apply strategies for related language skills in translation.		Paris! After half term we enjoy some lessons and activities as part of Year 6 - 7 transition. Listen to and read language above my production ability Communicate in French to a range of audiences.	
Visit	**Visit** Beamish	**Visitor** Grifaid	**Visit** Discovery Museum	**Visitor** Hands on Science (Heart dissection)	**Visit** Northumberland Zoo St Omer
Global curriculum					
Values Integrity, Gratitude, Bravery, Respect through core text considering the lifestyles of people during wars.	**Values** Responsibility, 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.	**Values** Responsibility, Integrity, Gratitude, Respect through understanding how to conserve water, and how others in the world do not have the same access to clean water as we do.	**Values** Curiosity, Effort, Bravery, Responsibility, Creativity through considering human impact on the oceans and what we can do to make a change.	**Values** Responsibility, Collaboration, Integrity, Resilience, Bravery when looking at protests and movements e.g the Suffragettes.	**Values** Effort, Resilience, 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.
Global curriculum skills **Empathy** Recognise how different backgrounds, beliefs and personalities affect behaviour and world views. **Cooperation and Conflict Resolution** Use knowledge of others' viewpoints to resolve problems and compromise. **Self-awareness and Reflection**	**Global Curriculum Skills** **Empathy** Recognise how different backgrounds, beliefs and personalities affect behaviour and world views. **Cooperation and Conflict Resolution** Use knowledge of others' viewpoints to resolve problems and compromise. **Self-awareness and Reflection** Evaluate ways in which own emotions, words and	**Global Curriculum Skills** **Informed and Reflective Action** To contribute to the well-being of the wider community. Identify and plan appropriate action(s) and opportunities to make own voice heard. **Ability to manage complexity and uncertainty** To explore multiple	**Global Curriculum Skills** **Informed and Reflective Action** To contribute to the well-being of the wider community. Identify and plan appropriate action(s) and opportunities to make own voice heard. **Ability to manage complexity and uncertainty** To explore multiple	**Global Curriculum Skills** **Informed and Reflective Action** Identify and plan appropriate action(s) and opportunities to make own voice heard. Challenge viewpoints which perpetuate inequality and injustice. **Critical and creative thinking**	**Global Curriculum Skills** **Informed and Reflective Action** Identify and plan appropriate action(s) and opportunities to make own voice heard. Challenge viewpoints which perpetuate inequality and injustice. **Critical and creative thinking**

Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally.	behaviour can affect people both locally and globally.	perspectives and alternative visions of the future. **Communication** To communicate effectively through a range of media about issues to suit subject, audience and purpose.	perspectives and alternative visions of the future. **Communication** To communicate effectively through a range of media about issues to suit subject, audience and purpose.	To evaluate media and other sources for bias, stereotypes and range of voices and perspectives. **Empathy** Recognise how different backgrounds, beliefs and personalities affect behaviour and world views.	To evaluate media and other sources for bias, stereotypes and range of voices and perspectives. **Empathy** Recognise how different backgrounds, beliefs and personalities affect behaviour and world views.
Sustainable development goals covered					