Year 6 – Curriculum Overview

Term	Autumn Term				Spring Term		Summer Term	
Name	**Transition Project**	**Out of India**	**From Paddington to Peru**	**Let There Be Light**	**Off With Their Heads**	**It's More Than Just Words / Blackfish**	**Seriously Shakespeare**	**All the Living Things**
Weeks	**(1 week)**	**(6 weeks)**	**(7 weeks)**	**(1 week)**	**(6 weeks)**	**(6 weeks)**	**(5 weeks)**	**(7 weeks)**
Focus	ENG PDL	ENG GEO HIST	ENG GEOG ICT	ENG SCI RE	ENG HIS ICT	ENG ART PDL	ENG HIST SCI	ENG SCI PDL
Writing **Apprentice writes**	➢ Persuasive letter ➢ Entertaining diary	➢ Ghandi biography (recount of his trip to South Africa and the train incident) ➢ Newspaper report (practise opening paragraph)	➢ Trip advisor review of Lima (Postcard home from Peru) ➢ Tour guide of Lima (Structured write on Lima)	➢ Retell Hanukkah from different viewpoint	➢ Balanced argument - child in prison (Pros or cons (PEE) writing) ➢ Non-chron report C&P (Comparison between Britain and Maya)	➢ Narrative - mystery (Setting description) ➢ letter to Mr J Mawby (Letter to Mrs Reading) ➢ Newspaper article (Speech and witness recounts)	➢ Tour guide of SUA ➢ Biography of Shakespeare ➢ Soliloquy ➢ WW2 narrative	
Hook	Letter from	Flight on MJS airways	Letter from Paddington's mum					
Outcome		Parents tasting event, sharing of work	Present			Protest against captivity. Share with parents	Sharing short stories with Y4/Y5?	
FOUNDATION SUBJECT 1		**Pupils should be taught:** **Locational Knowledge** - Locate the worlds countries using maps to focus on Asia, concentrating on the environmental regions, key physical and human characteristics, countries and major cities - Identify the position and significance of longitude and latitude, Equator Northern Hemisphere and the Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic circle, the Prime/ Greenwich Meridian and time zones **Place Knowledge** - Understand the geographical similarities and difference through the study of human and physical geography of a region of Asia (India) **Human and Physical Geography** Describe and understand the key aspects of: - Physical geography including weather systems and their impact on the land use - Human geography including settlement and land use, trade links and the use of natural resources	**Pupils should be taught:** **Locational Knowledge** - Locate the worlds countries using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities - Identify the position and significance of longitude and latitude, Equator Northern Hemisphere and the Southern Hemisphere, the Tropics of Cancer and Capricorn, Artic and Antarctic circle, the Prime/ Greenwich Meridian and time zones **Place Knowledge** - Understand the geographical similarities and difference through the study of human and physical geography of a region of South America **Human and Physical Geography** Describe and understand the key aspects of: - Physical geography including biomes, diverse landscapes, mountains, lakes, earthquakes - Human geography including settlement and land use, trade links and the use of natural resources	**Pupils should be taught:** - Recognise that light appears to travel in straight lines - Use of idea that light travels in straight to explain that objects are seen because they give out or reflect light into their eye - Explain that we see things because light travels from a light source 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 object that cast them	**Pupils should be taught:** A non-European society that provides contrast to British History – Mayan Civilisation to 900AD	**Pupils should be taught:** To develop their techniques, including their control and their use of materials (range of0, with creativity, experimentation and an increasing awareness of different kinds of arts, crafts and designs. - To improve the mastery of art and design techniques, including drawings, painting and sculpture with a range of materials (e.g. paint, pencil, etc) Know about great artists in history	**Pupil should be taught:** A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066	Pupils should be taught: **Living things and their habitats** - Describe how living things should be classified into broad groups according to common observable characteristics and based on similarities and difference, including micro-organisms, plants and animals - Give reasons for classifying plants and animals based on specific characteristics **Animals and Humans** - Identify the name of the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way that their bodies function - Describe the ways in which nutrients and water are transported within animals including humans **Evolution and inheritance** - 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 - Identify how animals have adapted to suit their environment and that adaptation can lead to evolution
FOUNDATION SUBJECT 2		**Pupils should be taught:** The achievements of the earliest civilisation – an overview of where and when the first civilisations appeared and a depth study of The Indus Valley	**Pupils should be taught to:** - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Pupils to be taught:**	**Pupils should be taught to:** - design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		**Pupils should be taught:** - associate the brightness of a lamp or the or the 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 the bulbs, the loudness of buzzers and the on/off position of switches - use recognised symbols when representing a simple circuit in a diagram	
RE				Hanukkah	Easter story – resurrection			
MFL								