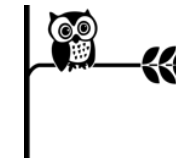


# Curriculum Overview 2019-20

## Year Group: 6



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	What if the Islamic Golden Age had never existed?	What can we learn from the Suffragette struggle?	What makes our planet a perilous place to live?	Were the Shang the most civilised people of their time?	Were the Chang the most civilised people of their time?	Why might you have to leave your home?
English	Fiction - Traditional tales (myths, legends, fables), Stories including flashbacks, dilemmas and duel narrative, description. Non – Fiction – newspaper articles, persuasive and balanced arguments, autobiography, biography, non-chronological reports, letters both formal and informal, instruction Poetry – poems to perform, free verse, visual and structured poems					
History	Early Islamic civilisation – study of Baghdad  A non-European society that provides contrasts with British history	The Suffragettes  To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		The Shang Dynasty  To understand how our knowledge of the past is constructed from a range of sources.	The Shang Dynasty  To describe the features of historical events and way of life from periods I have studied; presenting to an audience	A significant turning point in British history  To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Geography	To use maps,		To identify and name			

	atlases, globes and digital/computer mapping to locate countries and describe features studied.		<p>the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.</p> <p>To name the largest desert in the world and locate desert regions in an atlas.</p> <p>Physical geography, including: climate zones, rivers, volcanoes and earthquakes.</p>			
Science	<p>Evolution/inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Animals (including humans)</p> <p>To identify and name the main parts of the human circulatory system. I can describe the function of the heart, blood vessels and blood. To discuss the impact of diet,</p>	<p>Light</p> <p>Recognise that light travels in straight lines and travels from light sources to our eyes.</p>	<p>Electricity</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p>	<p>Electricity</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p>	<p>Living things and their habitats:</p> <p>Describe how living things are classified.</p>

		exercise, drugs and life style on health. To describe the ways in which nutrients and water are transported in animals, including humans.				
Computing	<p>E-safety/Internet</p> <p>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</p>	<p>Scratch/Coding</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p>Kodu/Debuging</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>	<p>Spreadsheets</p> <p>Collecting, analysing, evaluating and presenting data and information</p>	<p>Presentations</p> <p>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. collecting, analysing, evaluating and</p>	<p>Using and Applying skills</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p>

					presenting data and information	
Art	<p>Islamic architecture and Islamic geometric designs</p> <p>To learn about famous historical architects.</p> <p>To explain the style of work and how it has been influenced by a famous artist.</p>	<p>Protest art work</p> <p>To follow and refine plans. To show a consideration of culture and society plans and designs.</p>	<p>Tornado Twister Hokusai's Great Wave</p> <p>To learn about great artists, architects and designers in history To explain the style of work and how it has been influenced by a famous artist. Look at Hokusai's The Great Wave of Kanagawa. Look at Maggie Hambling's wave paintings. Compare the work of other artists who are interested in capturing images of the sea such as Vila Celmins.</p>	<p>Observational Drawings and Willow Pattern Plates</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Look at a range of artefacts and discuss the skills of Shang Dynasty crafts people.</p> <p>Look in particular at the imagery on bronze vessels. Design a Taotie motif and sculpt it from clay.</p>	<p>Chinese artists</p> <p>To learn about great artists, architects and designers in history</p> <p>To print to create different patterns.</p> <p>Look at the art of Ai Weiwei.</p> <p>Discuss the role of art in modern life, as political statement and as a tool for protest.</p> <p>Use paper sculpture to create a dragon puppet in the</p>	<p>Work by and about refugees</p> <p>Thread Bearing Witness By Alice Kettle</p>

				Discuss the influence of Chinese art on British culture and design and paint our own version of a willow pattern.	<p>style of the work 'With Wind'</p> <p>Look at how artist Cai Guo-Qiang uses traditional materials including gun powder to create modern pieces.</p> <p>Experiment with black powder paint 'paint bombs' on wet paper (large scale collaborative piece)</p>	
DT	<p>Quill making</p> <p>To select from and use a wider range of tools and equipment to perform practical tasks. To evaluate ideas and products against their own design criteria and consider the views</p>	<p>Protest banners</p> <p>To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed</p>			<p>Salt Dough Oracle Bones</p> <p>To follow and refine plans. To show a consideration of culture and society plans and designs.</p>	<p>Stage designs and props for end of year production</p> <p>To generate, develop, model and communicate ideas through discussion, annotated</p>

	of others to improve their work.	<p>at particular individuals or groups.</p> <p>To follow and refine plans. To show a consideration of culture and society plans and designs.</p> <p>To evaluate ideas and products against their own design criteria and consider the views of others to improve their work.</p>			To evaluate ideas and products against their own design criteria and consider the views of others to improve their work.	<p>sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. To select from and use a wider range of materials and components, including construction materials.</p>
Music / Drama	Music – creating symmetry reflected in art musically. Using pentatonic scale and music notation.	Drama – suffragette tableaux. Chart story through drama and improvisation and songs.	Drama – natural disasters. Hurricane Katrina and tsunami. Freeze frame.	Pentatonic scale – composition, form and layering	BBC ten pieces – to be decided.	Y6 production
RE	What do religions say when life gets hard?	Is it better to express your religion in art and architecture or in charity and generosity?	What matters to most Christians and humanists?	What matters to most Christians and humanists?	What difference does it make to believe in Ahimsa, Grace and Ummah?	What difference does it make to believe in Ahimsa, Grace and Ummah?

PE	Tag rugby	Football	Hockey	Athletics	Basketball	Handball
Languages (KS2)	Dates and numbers to 100	Animals and pets	Time	Towns and countries	Towns and countries	Daily activities
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me