



## Curriculum Overview 20-21

### Year Group: Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<p>Fiction - Traditional tales (myths, legends, fables), Stories including flashbacks, dilemmas and dual narrative, description.</p> <p>Non – Fiction – newspaper articles, persuasive and balanced arguments, autobiography, biography, non-chronological reports, letters both formal and informal, instruction</p> <p>Poetry – poems to perform, free verse, visual and structured poems</p>					
<b>Maths</b>	<p>See White Rose scheme overview: <a href="https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-6-Lesson-by-Lesson-Overview.pdf">https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-6-Lesson-by-Lesson-Overview.pdf</a></p>					
<b>History</b>	<p>What was the significance of the Islamic Golden Age?</p> <p>Know about the impact the Islamic civilization had on the world.</p> <p>Know why the Islamic civilization was considered an advanced society in relation to that period of time in Europe.</p> <p>Continue to develop a chronologically</p>		<p>What was the cause and consequence of World War 1?</p> <p><i>Conflict focus</i></p> <p><i>Further details to be added</i></p>	<p>What was the cause and consequence of the Suffragette movement?</p> <p><i>Conflict focus</i></p> <p><i>Further details to be added</i></p>		

	<p>secure knowledge of history.</p> <p>Establish clear narratives within and across time periods studied.</p> <p>Note connections, contrasts and trends over time.</p> <p>Have a clear understanding of relevant key vocabulary.</p> <p>Have a clear understanding of how knowledge of the past is constructed from a range of sources.</p> <p>Select and organise relevant historical information.</p> <p>Answer (and ask) historically valid questions.</p> <p>Understand that different versions of the past exist, giving reasons for this.</p>					
--	---	--	--	--	--	--

	Describe social, cultural, religious and ethnic diversity in the wider world.					
<b>Geography</b>		<p>What are volcanoes and earthquakes?</p> <p>Be able to define earthquakes and volcanoes.</p> <p>Know the difference between a mountain and a volcano.</p> <p>Know how volcanoes and mountains are different.</p> <p>Know the key physical features of volcanoes and earthquakes, including their formation and effects.</p> <p>Be able to identify these key physical features using maps, atlases, globes and digital/computer mapping.</p>				<p>How do I use maps and compasses to find my way around?</p> <p>Be able to use maps to locate key areas and describe features identified.</p> <p>Be able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build our knowledge of the United Kingdom.</p>

		Know how a physical feature leads to a phenomenon (e.g. earthquake causing a tsunami).				
Science	Evolution and Inheritance <ul style="list-style-type: none"><li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li><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</li></ul>	Animals including humans <ul style="list-style-type: none"><li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li><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>	Light <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 straight lines to explain that objects are seen because they give out or reflect light into the eye</li><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</li></ul>	Electricity <ul style="list-style-type: none"><li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>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</li><li>use recognised symbols when representing a simple circuit in a diagram</li></ul>	Living things and their habitats <ul style="list-style-type: none"><li>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</li></ul> give reasons for classifying plants and animals based on specific characteristics	

	environment in different ways and that adaptation may lead to evolution		the objects that cast them		
<b>Computing</b>	See ICT with Mr P overview Covered across the year, across subjects				
<b>Art</b>	<p><u>What was the significance of the Islamic golden age?</u></p> <p>look at a range of artworks and craft pieces created by Islamic artists and craftspeople. Create an Islamic geometric pattern, measure it out accurately and colour with pencil. Make a quill pen using a feather and a craft knife and attempt to create a piece of Islamic style calligraphy. Modern Islamic influenced artist maybe Halima Cassell?</p>	<p><u>What are volcanoes and earthquakes?</u></p> <p>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><u>What was the cause and consequence of WWI?</u></p>	<p><u>What was the cause and consequence of the Suffragette movement?</u></p> <p>Looking a banners and how they used skills and techniques traditionally associated with home. Create banners for modern protests</p>	<p><u>How do I use a map and compass to find my way around?</u></p> <p>Map art including local artist Dave draws Look at work by and about refugees Thread Bearing Witness By Alice Kettle</p> <p>Self directed work using skills learned to create props, scenery and costumes for the end of year production.</p>
<b>Design and Technology</b>		Textiles		Construction	Food Technology

		<p>What kind of stuffed toy should I make?</p> <p>Confidently select appropriate tools, materials, components, and techniques and use them.</p> <p>Aim to make and to achieve a quality product.</p> <p>With confidence pin, sew and stitch materials together to create a product.</p> <p>Demonstrate how to make modifications as they go along.</p> <p>Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests.</p> <p>Record their evaluations using drawings with labels.</p>		<p>Can we make a hedgehog house for our playground?</p> <p>Be able to choose appropriate tools to cut and shape their chosen material</p> <p>Be able to cut materials such as wood safely and with precision</p> <p>Be able to employ a range of skills including cutting, drilling, nailing, screwing, gluing, filling, sanding</p> <p>Be able to improve the finish of their product with techniques such as sanding or painting</p> <p>To include a hinge or other opening mechanism (possibly electronically controlled) to allow for cleaning or observation</p>		<p>What kind of bread should we have at our picnic?</p> <p>Know that seasons may affect the food available. Know how to prepare and cook a savoury dish safely and hygienically.</p> <p>Know how to use a wider range of food preparation techniques (focusing on kneading).</p> <p>Know that different food and drink contain different substances – nutrients, water and fibre – that are needed for health.</p>
--	--	---	--	---	--	--

				Be able to design a product with a specific purpose in mind		
<b>Music and Drama</b>	<p>What was the significance of the Islamic Golden Age? Symmetry in music and notation. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Using Islamic art as starting point, notice symmetry. Discuss religious aspect and how it's never perfect, as</p>	<p>Volcanoes and earthquakes Natural disasters <b>DRAMA SKILLS / TECHNIQUES:</b> Mantle of the Expert / Reportage / Tableaux / Flashback / Thought Tracking / Mime / Slow Motion / Physical Theatre / Soundscape</p> <ul style="list-style-type: none"> <li>▪ To gain factual knowledge of Hurricane Katrina.</li> <li>▪ To consider how people affected by the hurricane felt at the time it hit, &amp; convey this in various tableaux.</li> <li>▪ To improvise confidently in role.</li> <li>▪ Starter: As pupils enter, have sounds of a</li> </ul>	<p>What was the cause and consequence of World War 1?</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high quality live and recorded music drawn from</p>	<p>What was the cause and consequence of the Suffragette movement?</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a</p>	Carry over from last half term.	<p>Verdi Requiem Dies Irae</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high quality live and recorded</p>

	<p>only Allah can create perfection. Recap Year 4 and palindromes. Create a piece of music that is symmetrical on tuned percussion using notation. Think of <b>creating an interesting melody, rhythm (syncopation), chords.</b></p>	<p>thunderstorm playing. On the interactive whiteboard, have images of a hurricane, tornado &amp; a volcano erupting. Sit pupils on the floor and begin the powerpoint, still without speaking. (10 mins)</p> <p>Class discussion: what experiences have pupils had of natural disasters &amp; what natural disasters do they know of? Refer to the Boxing Day Tsunami. (5/10 mins). Show you-tube clip Give pupils a post-it note to jot down the facts of the Hurricane Katrina news report (You Tube).</p> <ul style="list-style-type: none"> <li>▪ Discuss the facts that pupils have noted down.</li> <li>▪ TASK: in groups of 3, 4 or 5, pupils to create 3</li> </ul>	<p>different traditions and from great composers and musicians develop an understanding of the history of music. Drama – physical theatre/tableaux/slow motion. <b>Vesta Tilley</b></p> <p>Listen to 1915 recording of The Army of Today's Alright sung by Vesta Tilly. Find out more about her role in recruitment in WW1 and discuss upbeat nature of song and how music has a role in influencing society. Learn song and create movement and drama to accompany. Listen to Hanging on the old barbed wire – Chumbawumaba. Discuss contrast with previous song. Drama and movement.</p>	<p>wide range of high quality live and recorded music drwn from different traditions and from great composers and musicians develop an understanding of the history of music.</p> <p>The unit structure 1. Listen and Appraise - over the six steps/weeks you will listen to a selection of music from the four featured artists ● Anna Meredith - Something Helpful ● Shiva Feshareki - O and V-A-C Moscow ● Eska - Heroes &amp; Villains and Shades Of Blue ● Afrodeutsche - And! and The Middle Middle ● Option to listen to artists from the Inspirational Women timeline © Copyright 2020</p>	<p>music drwn from different traditions and from great composers and musicians develop an understanding of the history of music. Listen and describe a piece of music Watch the orchestral performance and discuss Create artwork inspired by the music Learn motifs from the 'Dies Irae' and orchestrate them Learn to sing antiphonally Write words and melody Structure ideas together using the idea of antiphony Orchestrate sung ideas to create a fanfare Structure sections together to make a big piece</p>
--	--	--	--	--	--



		<p>Tableaux to show:</p> <p>What friends / families may have been doing in New Orleans 30 minutes before the hurricane hit (suggestions: on the highway in a traffic jam, visiting friends or family, having dinner in a fancy restaurant etc). The moment the hurricane hits – convey panic, fear, anxiety, confusion. 6 hours after the hurricane hits – who has survived? What has been destroyed or damaged? (Allow 15 minutes)Plenary: Spotlight freeze frames. Teacher can choose to bring one alive as an improvisation. Audience to comment on how effective the tableaux were in conveying how the characters felt and what situation they were in. Were the improvisations believable? (10 mins)</p>	<p>Only Remembered- War Horse-Coop, Boys and Simpson. Learn song with harmonies. Drama and movement.</p> <p>Qui a defer cirus sicut fumis dies tui (for their days have vanished like smoke). Learn and perform song in parts with harmonies.</p>	<p>Charanga Ltd Page 4 of 6 2. About the Artists - Inspirational Women in the Music Industry Over the six steps/weeks, you will watch some or all of the videos and discuss together the key words and themes (see 'Guide to Writing Your Own Music') that arise. Use this in preparation for the 'Create' section of the unit. Step 1 Getting to know the artists, a video that introduces Anna, Shiva, Eska and Afrodeutsche. Step 2 Anna Meredith Video 1 Music and Anna - Who is Anna? Video 2 Music and Anna - Anna the Composer Video 3 Music and Anna - Anna's Music Video 4 Music and Anna - Anna's Way Into Writing Music Step</p>		
--	--	--	---	---	--	--

				<p>3 Shiva Feshareki  Video 1 Music and Shiva - Who is Shiva? Video 2 Music and Shiva - Confidence and Believing in Yourself Video 3 Music and Shiva - Shiva's Work and her Role Models  Step 4 Eska Video 1 Music and Eska - Who is Eska? Video 2 Music and Eska - My Purpose in the World Step 5 Afrodeutsche Video 1 Music and Afrodeutsche - Who is Afrodeutsche? Video 2 Music and Afrodeutsche - Music is Powerful  Step 6 Advice from the Artists 3.  Create - in groups, the children will create their own music over the six steps/weeks.  There are three different beats to choose from. When you have chosen one, create your</p>		
--	--	--	--	--	--	--

				<p>own lyrics, raps, melodies over that beat. • Create and practise your melodies in the Music Explorer Composition Tool • Create your own lyrics and put it all together over your chosen beat 2. Quickbeats - create your own beats and rap over them; use the video tutorials provided for support. Documents/videos to support 'Create':</p> <ul style="list-style-type: none"> <li>• Create - A Guide to Writing Your Own Music</li> <li>• Quick Guide to Lyric Writing</li> <li>• Video tutorial - Writing Raps - Alphabet Trick</li> <li>• Video tutorial - Writing Raps - Rhyme Guide</li> <li>• Video tutorial - A Guide to Quickbeats 4.</li> </ul> <p>Perform, Share and Present - perform and share your learning as you progress through</p>		
--	--	--	--	---	--	--

				the Unit of Work. Work towards a performance at the end of the 6 steps/weeks, where you can showcase everything that has taken place and all the children can perform.		
<b>RE</b>	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What difference does it make to believe in ahimsa, grace and/or Ummah	What matters most to Christians and Humanists?			What do religions say to us when life gets hard?
See progression document for further detail						

<p><b>PE</b></p>	<p>Gymnastics – counter balance and counter tension</p> <ul style="list-style-type: none"> <li>• Holding a range of symmetrical and asymmetrical balances, counter balances at different levels with weight on a variety of points and patches.</li> <li>• Perform a sequence in canon at different levels of linking asymmetrical counter balances with transitional moves.</li> <li>• Controlled balances on a variety of points and patches.</li> <li>• Work with a partner to perform symmetrical counter tension balances on a variety of body parts</li> <li>• Work in a group to perform asymmetrical counter balances in a sequence using canon or unison</li> <li>• Holding a range of symmetrical and asymmetrical balances, counter balances at different levels with weight on a variety of points and patches.</li> <li>• Perform a sequence in canon at different levels of linking asymmetrical counter balances with transitional moves.</li> </ul> <p>Gymnastics – Flight</p> <ul style="list-style-type: none"> <li>• Take off from one foot and two, gain elevation from powerful run and dynamic take off.</li> <li>• Take off from one foot and two and create shapes whilst in flight.</li> <li>• Link skills to perform actions and sequences of movement</li> <li>• Land with soft knees and in a strong symmetrical position</li> <li>• Use apparatus to mount and dismount in imaginative and controlled ways.</li> <li>• Link jumps gracefully to make transitions smooth and explore different pathways within your flight sequences.</li> <li>• Link skills to perform actions and sequences of movement</li> <li>• Explore different levels in your sequences to include flight and travelling close to the ground.</li> </ul>
------------------	--

	<p>Gymnastics – Group Sequencing</p> <ul style="list-style-type: none"> <li>• Work in a small group of 4 to create a sequence of rolls in unison. Perform a sequence where starting and finishing points are clearly defined.</li> <li>• Work in groups of 6 to create a sequence involving different formations and pathways.</li> <li>• Create a sequence working at different levels and with different dynamics.</li> <li>• Link skills to perform actions and sequences of movement</li> <li>• Produce a sequence as a group with different dynamics.</li> <li>• Create sequences in groups with pathways that cross</li> <li>• Mirror asymmetrical body shapes within a group.</li> </ul>
<b>PE</b>	<p>Dance – Dance through the ages</p> <ul style="list-style-type: none"> <li>• To create imaginative actions based on a theme</li> <li>• To focus on good timing and performing motif in unison</li> <li>• To include use of level changes, pathway and different actions</li> <li>• To work well in groups showing good cooperation skills</li> <li>• To use choreography effectively</li> <li>• To include changes in formation, dynamics, canon, unison direction and level.</li> <li>• To understand what makes a good performance</li> <li>• To give useful feedback using appropriate and relevant dance vocabulary</li> <li>• To improve our own performance based on feedback</li> </ul> <p>Dance: British Values (Suffragette link)</p> <ul style="list-style-type: none"> <li>• To focus on good timing and performing motif in unison to turn 3 -4 actions into a travelling section</li> <li>• To include use of level changes, pathway and different actions</li> <li>• To show good teamwork and communication</li> </ul>

	<ul style="list-style-type: none"> <li>• To include use of mirror image and changes in level and direction in choreography</li> <li>• To work well in groups showing good cooperation skills</li> <li>• To use choreography creatively</li> <li>• To show use of canon, unison and mirror image and changes in formation level and direction</li> <li>• To include changes in formation, dynamics, canon, unison direction and level.</li> <li>• To understand what makes a good performance</li> <li>• To give useful feedback</li> <li>• To improve our own performance based on feedback</li> </ul> <p>Dance: The Haka</p> <ul style="list-style-type: none"> <li>• To focus on good timing and performing motif in unison</li> <li>• To turn 3 -4 actions into a travelling section</li> <li>• To include use of level changes, pathway and different actions</li> <li>• To show good teamwork and communication</li> <li>• To include use of mirror image and changes in level and direction in choreography</li> <li>• To work well in groups showing good cooperation skills</li> <li>• To use choreography creatively</li> <li>• To include changes in formation, dynamics, canon, unison direction and level.</li> <li>• To understand what makes a good performance</li> <li>• To give useful feedback using appropriate and relevant dance vocabulary</li> <li>• To improve our own performance based on feedback</li> </ul>					
<b>PE</b>	Outdoor games: Tag Rugby	Outdoor games: Football	Outdoor games: Basket Ball	Outdoor games: Hockey	Outdoor games: Athletics	Outdoor games: Cricket
	See progression document for further detail on outdoor games					
<b>PSHE</b>	<b>Being me in my world</b>  I can identify my goals for this year, understand my fears and worries about the future	<b>Celebrating difference</b>  I understand there are different perceptions about what normal means	<b>Dreams and goals</b>  I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-	<b>Healthy me</b>  I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood	<b>Relationships</b>  I can identify the most significant people to be in my life so far	<b>Changing me</b>  I am aware of my own self-image and how my body image fits into that

	<p>and know how to express them I know how to use my Jigsaw Journal</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand that my actions affect other people locally and globally</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice</p>	<p>I understand how having a disability could affect someone's life</p> <p>I can explain some of the ways in which one person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviours</p> <p>I can give examples of people with disabilities who lead amazing lives</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration</p>	<p>school goal and one out-of-school goal)</p> <p>I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I can work with other people to help make the world a better place</p> <p>I can describe some ways in which I can work with other people to help make the world a better place</p> <p>I know what some people in my class like or admire about me and can accept their praise</p>	<p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused</p> <p>I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise when I feel stressed and the</p>	<p>I know some of the feelings we can have when someone dies or leaves</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening</p> <p>I can use technology positively and safely to communicate with my friends and family</p>	<p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can ask the questions I need answered about changes during puberty</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of the relationship</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school</p>
--	---	---	---	--	--	---



	benefits the school community			triggers that cause this and I understand how stress can cause alcohol misuse		
--	----------------------------------	--	--	---	--	--