



Curriculum Overview 2022-23

Year Group: Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English (see Writing progression grid and Reading mapping for more details).	Journey story.	Beat the Monster story.	Dual narrative.	Flashback.	Dual narrative.	Warning story.
	Information.	Explanation.	Persuasion.	Discussion.	Recount.	Persuasion and recounts
	Poetry – mushaira.	Poetry – Jabberwocky.	Poetry – Dulce et Decorum Est.			
Maths	See White Rose scheme overview: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/07/Year-6-Lesson-by-Lesson-Overview.pdf					
History	<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>What was the cause and consequence of World War 1? <i>Conflict focus</i></p> <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history.</p> <p>Know how Britain has had a major influence on the world.</p>	<p>What was the cause and consequence of the Suffragette movement? <i>Conflict focus</i></p> <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history (the Suffragette movement).</p>		

	<p>Continue to develop a chronologically 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</p>		<p>Identify historically significant people (such as Walter Tull) and events (such as the Battle of the Somme).</p> <p>Continue to develop a chronologically 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>Identify historically significant people (Emmeline Pankhurst and Ellen Wilkinson) and events (such as Black Friday and the passage of the Representation of the People Act, 1918).</p> <p>Continue to develop a chronologically 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>		
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	<p>the past exist, giving reasons for this.</p> <p>Describe social, cultural, religious and ethnic diversity in the wider world.</p>		<p>Answer (and ask) historically valid questions.</p> <p>Understand that different versions of the past exist, giving reasons for this.</p> <p>Describe social, cultural, religious and ethnic diversity in Britain and the wider world.</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>		
Geography		<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>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>

		<p>Be able to identify these key physical features using maps, atlases, globes and digital/computer mapping.</p> <p>Know how a physical feature leads to a phenomenon (e.g. earthquake causing a tsunami).</p>				
Science	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> 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, but normally offspring vary and are not identical to their parents identify how animals and plants 	<p>Animals including humans</p> <ul style="list-style-type: none"> identify and name 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 their bodies function describe the ways in which nutrients and water are 	<p>Light</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines 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 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 use the idea that light travels in 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> 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 <p>give reasons for classifying plants and animals based</p>	<p>Electricity and scientific investigations</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a 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 bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram 	

	are adapted to suit their environment in different ways and that adaptation may lead to evolution	transported within animals, including humans	straight lines to explain why shadows have the same shape as the objects that cast them	on specific characteristics		
Computing (see progression document for further details).	Digital Literacy – Managing Online Information. Online Reputation.	Digital Literacy – Online Bullying.	Digital Literacy – Copyright and Ownership. Privacy and Security.	Digital Literacy – Health, Wellbeing and Lifestyle. Information Technology project - AR and VR (interactive experience).	Digital Literacy – Online Relationships.	Digital Literacy – Self image and Identity. Coding – Scratch game.
Art	<u>What was the significance of the Islamic golden age?</u> 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.	<u>What are volcanoes and earthquakes?</u> 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. Create a large-scale, gestural painting of a wave.	<u>What was the cause and consequence of WWI?</u> Consider the role of war artists and discuss propaganda. Look at how women are portrayed in war art and by female artists. Create a bold, graphic propaganda poster.	<u>What was the cause and consequence of the Suffragette movement?</u> Look at banners and how they used skills and techniques traditionally associated with home. Create banners for modern protests using applique and embroidery. Look at how this has influenced the modern day craftivism movement.		<u>How do I use a map and compass to find my way around?</u> Map art including local artist Dave draws. Create an illustrated map of a familiar journey. Look at work by and about refugees (Thread Bearing Witness By Alice Kettle). Self directed work using skills learned to create props,

	Look at a modern Islamic influenced artist (e.g. Halima Cassell).					scenery and costumes for the end of year production.
Design and Technology		<p>Textiles</p> <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>Construction</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</p>		<p>Food Technology</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>

		Record their evaluations using drawings with labels.		electronically controlled) to allow for cleaning or observation Be able to design a product with a specific purpose in mind		
Music and Drama	<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,</p>	<p>Volcanoes and earthquakes Natural disasters DRAMA SKILLS / TECHNIQUES: Mantle of the Expert / Reportage / Tableaux / Flashback / Thought Tracking / Mime / Slow Motion / Physical Theatre / Soundscape</p> <ul style="list-style-type: none"> To gain factual knowledge of Hurricane Katrina. To consider how people affected by the hurricane felt at the time it hit, & convey this in various tableaux. To improvise confidently in role. Starter: As pupils enter, have sounds of a thunderstorm 	<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</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</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</p>

	<p>notice symmetry. Discuss religious aspect and how it's never perfect, as 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 creating an interesting melody, rhythm (syncopation), chords.</p>	<p>playing. On the interactive whiteboard, have images of a hurricane, tornado & 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 & 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"> ▪ Discuss the facts that pupils have noted down. ▪ TASK: in groups of 3, 4 or 5, pupils to create 3 Tableaux to show: <p>What friends / families may have been doing in New Orleans 30</p>	<p>range of high quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p> <p>Drama – physical theatre/tableaux/slow motion.</p> <p>Vesta Tilley</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>aural memory appreciate and understand a wide range of high quality live and recorded music drawn 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</p> <ul style="list-style-type: none"> • Anna Meredith - Something Helpful • Shiva Feshareki - O and V-A-C Moscow • Eska - Heroes & Villains and Shades Of Blue • Afrodeutsche - And! • The Middle Middle • Option to listen to artists from the Inspirational Women timeline © 		<p>understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p> <p>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>
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		<p>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.</p> <p>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>Copyright 2020 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 3 Shiva Feshareki Video 1 Music and Shiva - Who is Shiva? Video</p>		
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				<p>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 own lyrics, raps, melodies over that beat. ● Create and practise your melodies in the Music Explorer Composition Tool ● Create your own</p>		
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				<p>lyrics and put it all together over your chosen beat 2.</p> <p>Quickbeats - create your own beats and rap over them; use the video tutorials provided for support.</p> <p>Documents/videos to support 'Create':</p> <ul style="list-style-type: none">• Create - A Guide to Writing Your Own Music• Quick Guide to Lyric Writing• Video tutorial - Writing Raps - Alphabet Trick• Video tutorial - Writing Raps - Rhyme Guide• Video tutorial - A Guide to Quickbeats <p>4. Perform, Share and Present - perform and share your learning as you progress through 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.</p>		
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RE	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					

Dance and Gym	Dance Canon & Unison through Zumba (as this was missed last year)	Gym Counter balance and counter tension	Dance Expression	Gym Flight	Dance Improvisation & Contact (Duet)	Gym Group sequencing
Outdoor Games	Tag Rugby	Basketball	Football	Hockey	Athletics	Cricket
See progression document for further detail on outdoor games						
PSHE	Being me in my world I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and	Celebrating difference I understand there are different perceptions about what normal means I understand how having a disability could affect someone's life I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference can be a source of conflict and a cause for celebration	Dreams and goals I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) 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 I can identify problems in the world that concern me and talk to other people about them I can work with other people to help make the world a better place	Healthy me I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I can evaluate when alcohol is being used responsibly, anti-socially or being misused I know and can put into practice basic emergency aid procedures (e.g. the recovery position) and know	Relationships I can identify the most significant people to be in my life so far I know some of the feelings we can have when someone dies or leaves I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when people are trying to gain power or control I understand how technology can be used to try to gain power or control	Changing me I am aware of my own self-image and how my body image fits into that I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can ask the questions I need answered about changes during puberty I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

	<p>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 benefits the school community</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>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 triggers that cause this and I understand how stress can cause alcohol misuse</p>	<p>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 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>
Spanish	<p>Section 10: Clothes</p> <p>Topic 1: Clothes vocabulary</p> <p>Topic 2: Adjectives of colour</p> <p>Topic 3: Adjectives to describe clothes</p>	<p>Section 10: Clothes</p> <p>Topic 4: The present tense of known -ar verbs</p> <p>Topic 5: Reading longer passages</p> <p>Topic 6: Comparing pounds and euros</p> <p>Topic 7: Opinions about clothes</p>	<p>Section 11: My local area</p> <p>Topic 1: The names of places</p> <p>Topic 2: Simple directions</p> <p>Topic 3: Asking for directions</p>	<p>Section 11: My local area</p> <p>Topic 4: A guide booklet</p> <p>Topic 5: Reading longer passages</p> <p>Topic 6: Using language creatively</p>	<p>Section 12: The Spanish Speaking World</p> <p>Topic 1: Travel to a Spanish-speaking location</p> <p>Topic 2: Accessing information</p> <p>Topic 3: Understanding letters</p>	<p>Section 12: The Spanish Speaking World</p> <p>Topic 4: Finding locations</p> <p>Topic 5: Cultural awareness</p>

