



Curriculum Overview 2026/2027 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).	Star of Fear, Star of Hope - Jo Hoestlandt Outcome: Write a flashback story	Can we save the Tiger? Martin Jenkins Outcome Information/explanation/ persuasion: write a hybrid booklet about an amazing animal & Recount: diary	The Selfish Giant - Oscar Wilde Outcome Fiction: retell a classic narrative from a character's point of view & Explanation	Island - A story of the Galapagos - Jason Chin Jemmy Button Outcome Recount: write a journalistic report (hybrid text) about Charles Darwin's discoveries & Discussion	King Kong - Anthony Browne Outcome Fiction: write an action-packed story ending Coraline - persuasive letter and dual narrative	Sky Chasers - Emma Carroll Outcome Fiction: write an adventure story from two different viewpoints & Recount: autobiography
Maths	See White Rose scheme overview: https://whiteroseeducation.com/resources?year=year-6-new&subject=maths Financial Literacy: This is a fun, engaging topic covered within the maths curriculum designed to get children thinking about money from a young age with the aim to encourage positive habits such as saving, develop life skills and improve confidence to support effective decision making around money. It develops what is already taught on money through maths and PSHE and gives children the opportunity to develop a broader, deeper understanding of money. Financial Literacy is taught across a day and the focus is around 5 big questions: - Where does our money come from? - How does money make us feel? - What can we use our money for? - How does our money help other people? - How can we look after our money?					
History	What was the significance of the Islamic Golden Age? Know about the impact the Islamic civilization had on the world.		What was the cause and consequence of World War 1? Conflict focus Know about a theme in British history which extends beyond 1066 and explain why this	Continuation of WW1.	What was the cause and consequence of the Suffragette movement? Conflict focus Know about a theme in British history which extends	

	Know why the Islamic civilization was considered an advanced society in relation to that period of time in Europe. Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across time periods studied. Note connections, contrasts and trends over time. Have a clear understanding of relevant key vocabulary. Have a clear understanding of how knowledge of the past is constructed from a range of sources. Select and organise relevant		was important in relation to British history. Know how Britain has had a major influence on the world. Identify historically significant people (such as Walter Tull) and events (such as the Battle of the Somme). Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across time periods studied. Note connections, contrasts and trends over time. Have a clear understanding of relevant key vocabulary. Have a clear understanding of how knowledge of the past		beyond 1066 and explain why this was important in relation to British history (the Suffragette movement). 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). Continue to develop a chronologically secure knowledge of history. Establish clear narratives within and across time periods studied. Note connections, contrasts and trends over time. Have a clear understanding of relevant key vocabulary.	
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	historical information. Answer (and ask) historically valid questions. Understand that different versions of the past exist, giving reasons for this. Describe social, cultural, religious and ethnic diversity in the wider world.		is constructed from a range of sources. Select and organise relevant historical information. Answer (and ask) historically valid questions. Understand that different versions of the past exist, giving reasons for this. Describe social, cultural, religious and ethnic diversity in Britain and the wider world.		Have a clear understanding of how knowledge of the past is constructed from a range of sources. Select and organise relevant historical information. Answer (and ask) historically valid questions. Understand that different versions of the past exist, giving reasons for this	
Geography		How has Geography made North America? By the end of the unit, children will: -Know the environmental regions, key physical and human characteristics, countries and major cities in North America				How do I use maps and compasses to find my way around? Be able to use maps to locate key areas and describe features identified. Be able to use the eight points of a compass, four and six-figure grid references,

		-Be able to locate key cities and populations, -Be able to explain why key cities are located in specific places, -To identify where key industries are located and why (eg mining) -To identify where key tourist attractions are located (eg. National parks, mountains) -Be able to use geographical and cartographical language to explain the links between location and industry/trade (eg in the North-West, Mid-West, East coast, southern climates and the Gulf region) -Investigate a specific area in detail using 4 figure grid references.				symbols and key (including the use of Ordnance Survey maps) to build our knowledge of the United Kingdom.
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Science	Living things and their habitats 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 give reasons for classifying plants and animals based on specific characteristics	Animals including humans - 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 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, but normally offspring vary and are not identical to their parents - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	Light - 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	Electricity and scientific investigations - 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
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				use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them		
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	What was the significance of the Islamic golden age? Look at a range of artworks and craft pieces created by Islamic artists and craftspeople. Create an Islamic geometric pattern, measure it out	Continuation of Autumn 1.	What was the cause and consequence of WWI? 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.	What was the cause and consequence of the Suffragette movement? Look at banners and how they used skills and techniques traditionally associated with home. Create banners for modern protests		How do I use a map and compass to find my way around? Map art including local artist Dave draws. Create an illustrated map of a familiar journey.

	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. Look at a modern Islamic influenced artist (e.g. Halima Cassell).			using applique and embroidery. Look at how this has influenced the modern day craftivism movement.		Look at work by and about refugees (Thread Bearing Witness By Alice Kettle). Self directed work using skills learned to create props, scenery and costumes for the end of year production.
Design and Technology		Textiles Design a waistcoat By the end of this unit, children will: - Consider a range of factors in their design criteria and use this to create a waistcoat design. - Use a template to mark and cut out a design. - Use a running stitch to join fabric to		Construction Objectives: By the end of this unit, children will: - Create five apparatus designs, applying the design criteria to their work. - Make suitable changes to their work after peer evaluation. - Make roughly three different structures from their plans using the materials available. - Complete their structures, improving the quality of their rough versions and applying some		Food Technology Objectives: By the end of this unit, children will: - Find a suitable recipe for their course. - Record the relevant ingredients and equipment needed. - Follow a recipe, including using the correct quantities of each ingredient. - Write a recipe, explaining the process taken. - Explain where certain key foods come from before they appear on the supermarket shelf.

		make a functional waistcoat. Attach a secure fastening, as well as decorative objects. -Evaluate their final product.		cladding to a few areas. -Secure their apparatus to a base. -Make a range of landscape features using a variety of materials which will enhance their apparatus.		
Music and Drama	Musical focus: Artists and their influences -compare musical genres (country, electric dance, rock, classic, soul)	Musical focus: Twinkle variations- To use Twinkle, twinkle little star as a composing tool, theme and variations form,	Musical focus: 1970s soul music, comparing cover versions.	Musical focus: To create music to accompany a short film about a race, composing an extended melody and accompaniment. Motif, ostinato, beat.	Musical focus: To create music inspired by Ethel Smyth and a picture of the suffragettes. Composing using a non musical stimulus. Lyrics, melody, steady beat, tempo, ostinato, coda.	Musical focus: Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems. Pieces: Smalltown boy by Bronski Beat, Say my name by Destiny's Child, Chosen family by Rina Sawayama
RE	Is it better to express your beliefs in arts and architecture or in charity and generosity? See progression document for further detail	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?				

Dance and Gym	Dance Canon & Unison through	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 consequences feel	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 I can describe some ways in which I can	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 how to get help in	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 and I can use	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

	and I understand how these relate to my rights and responsibilities I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community		work with other people to help make the world a better place I know what some people in my class like or admire about me and can accept their praise	emergency situations I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse	strategies to prevent this from happening I can use technology positively and safely to communicate with my friends and family	I understand how being physically attracted to someone changes the nature of the relationship I can identify what I am looking forward to and what worries me about the transition to secondary school
MFL	Phonics 4 At School	The Weekend	Healthy Lifestyles	Vikings	Me in the World	Unit of Choice (P)/ Transition Checklist activities