



Year 6 Curriculum Overview

'Celebrating and inspiring a lifelong love of learning in an ever changing world'

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning to live in an ever changing world	Values	Be ready, be safe, be respectful	Respect	Perseverance	Responsibility	Enjoyment	Independence
	Wider experiences	Loan box from Kingswood museum (local history) Disability awareness	Kilve Court residential Life skills centre Christmas performance Hanham Woods sports festival	Bag packing at Asda (local community link)	World Maths day World book day Mock SATs week	SATs week	Leavers' show Leavers' disco Trip to Brean Forest School
	PSHE (Jigsaw and Forest School)	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Topic and cross-	Topic	World War 1 (Significant Turning Points in British History)	World War 1 (Significant Turning Points in British History)	The vicious Vikings	The vicious Vikings	Let there be light!	It's a big, wide world!

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Key Texts	War Horse Divided (non-fiction text on WW1)	Flanders Fields (poetry) War Horse	How to train your dragon.	How to train your dragon.	The Light jar Letters from the lighthouse	Journey to the river sea?
	Writing Outcomes	<ul style="list-style-type: none"> Write diary entries as WW1 soldiers. Argument comparing the positives and negatives of war. Write a prequel to War Horse. 	<ul style="list-style-type: none"> Write a war poem using Flanders Fields as inspiration. Write thank you letters to Kilde Court. Narrative. 	<ul style="list-style-type: none"> Create a non-chronological report about a dragon. Instructions of How to Train Your Dragon. Newspaper report. 	<ul style="list-style-type: none"> Create a persuasive leaflet for Chance Island. Trip advisor review of the island. Continue the story of how to overcome the monster (The Green Death) on the beach. 	<ul style="list-style-type: none"> Setting description. Character description. Eyewitness report. Letter. Diary entry. 	<ul style="list-style-type: none"> Advertisement (travel brochure style) to persuade people to visit. Trip advisor review for hotel. Letter writing home.

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Cross-curricular English	Explanation text about the circulatory system (link to Science).	Witness statement of a suffragette demonstration.	Create a fact file about the Viking Gods.	Biography of Karl Linnaeus (science link)	Explanation text about how we see (link to science)	Leavers' pages Factfile about Mexico/ The Alps
	Maths objectives	Place value Four operation (Addition, subtraction, multiplication and division)	Fractions Geometry	Decimals and percentages Algebra	Measurement Perimeter, area and volume Ratio Statistics	Revision	Gap filling Problem solving
	Cross-curricular Maths		Create line graphs linked to pulse rate investigation (science link). Use graphs and tables to work out statistics of injured/dead soldiers.	Look at scale when locating appropriate settlement sites for the Vikings.	Accurately measure the parts of their Viking Long boat. Create a scaled drawing of their Viking Long boat.	Linked to Science- angles of lamp/lighthouse and the distance light travels.	Climate graphs to compare Mexico and the Alps with Hanham. Scaling up recipes and measuring weight of ingredients.
STEM	Science	Circulatory system and how nutrients is	Recognise the impact of diet, exercise,	Evolution and inheritance	Evolution and inheritance	• Light and Electricity	Living things and their habitats

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<p>transported around the body.</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 Describe the ways in which nutrients and water are transported within animals, including humans. 	<p>drugs and lifestyle on the way their bodies function.</p> <p>Pulse rate experiment.</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 	<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 are adapted to suit their environment in 	<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 are adapted to suit their environment in 	<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 straight lines to explain why shadows have 	<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 give reasons for classifying plants and animals based on specific characteristics

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			<ul style="list-style-type: none"> recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of 	different ways and that adaptation may lead to evolution	different ways and that adaptation may lead to evolution	<p>the same shape as the objects that cast them</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 	

Curriculum Area	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<p>and degree of trust in results, in oral and written forms such as displays and other presentations</p>			<p>simple circuit in a diagram</p> <p>Working Scientifically- an investigation on how the angle of light affects the distance of travel</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific 	

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
						<p>equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <ul style="list-style-type: none"> reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations 	
	Computing	<ul style="list-style-type: none"> use technology safely, respectfully and 	N/A	<ul style="list-style-type: none"> use search technologies effectively, 	<ul style="list-style-type: none"> design, write and debug programs that accomplish 	N/A	<ul style="list-style-type: none"> select, use and combine a variety of

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<p>responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>		<p>appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <ul style="list-style-type: none"> 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>specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <ul style="list-style-type: none"> use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 		<p>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</p>

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Humanities	History	<p>British History – significant turning points in British History (WW1)</p> <ul style="list-style-type: none"> Place a specific event on a timeline by decade Place features of historical events and people from past societies and periods in a chronological framework Say where a period of history fits on a timeline Describe a key event from Britain’s past using a range of evidence from different sources Use a search engine using keyword searches 	<p>British History – significant turning points in British History (WW1)</p> <ul style="list-style-type: none"> Understand the role women had during WW1 Describe features of historical events and people from past societies and periods they have studied Describe the features of a historical event Use different sources of evidence to explain a historical event Identify secondary and primary resources and explain which is 	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently Say where a period of history fits on a timeline Place a specific event on a timeline by decade Place features of historical events and people from past societies and periods in a chronological framework Summarise the main events from a specific period in history, explaining the 	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> Describe features of historical events and people from past societies and periods they have studied Recognise and describe differences and similarities/ changes and continuity between different periods of history 	N/A	N/A

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<ul style="list-style-type: none"> Describe features of historical events and people from past societies and periods they have studied Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint Identify and explain their understanding of propaganda 	<p>more useful and why</p> <ul style="list-style-type: none"> Summarise the main events from a specific period in history, explaining the order in which key events happened 	<p>order in which key events happened</p>			
	Geography	N/A	N/A	<p>Use physical features and maps to decide on the best settlement for the Vikings.</p> <ul style="list-style-type: none"> Confidently explain scale and use maps with a range of scales 	N/A	N/A	<p>Compare and contrast Mexico, the Alps and Hanham</p> <ul style="list-style-type: none"> Use maps, aerial photos, plans and web resources to describe what a

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
				<ul style="list-style-type: none"> • use OS maps to answer questions • describe how some places are similar and others are different in relation to their physical features • recognise key symbols used on ordnance survey maps 			<p>locality might be like.</p> <ul style="list-style-type: none"> • map land use • explain how the time zones work • describe the human and physical features of the Alps • give an extended description of the human features of the Alps • Describe the physical features of Mexico • give an extended description about the similarities and differences between Mexico, Hanham and the Alps
	MFL (Spanish)	<ul style="list-style-type: none"> • Read carefully and show understanding of words, phrases and simple writing. • Speak in sentences, using familiar vocabulary, phrases 	<ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes in the language • Describe people, places, things and actions orally* and in writing. 	<ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including 	<ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 	<ul style="list-style-type: none"> • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 	<ul style="list-style-type: none"> • Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<p>and basic language structures.</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. 		through using a dictionary.			
	RE Theme <i>(Discovery RE)</i>	<ul style="list-style-type: none"> How Muslims show Commitment to God 	<ul style="list-style-type: none"> Christianity: Beliefs about Jesus 	<ul style="list-style-type: none"> Christianity: Understanding Eternity 	<ul style="list-style-type: none"> Christianity: Is Christianity a strong religion today? 	<ul style="list-style-type: none"> How Muslims Lead Good Lives 	<ul style="list-style-type: none"> Interpreting Islamic Ideas
Sport	PE <i>Session 1</i>	<p>Multi-skills</p> <ul style="list-style-type: none"> Running Agility J umping Balance Co-ordination Throwing & Catching 	<p>Volleyball</p> <ul style="list-style-type: none"> Serving & Returning Digging Setting Spiking Working as a team Competition 	<p>Gymnastics</p> <ul style="list-style-type: none"> Fitness & Health Shapes and Balances Travelling Rolling Jumping and Landing Composition, Performance & Evaluation 	<p>Dance</p> <ul style="list-style-type: none"> Fitness & Stimulus Choreographic Skills Dynamics Style of Dance Topic Challenge 	<p>Tennis</p> <ul style="list-style-type: none"> Ball & Racket Skills Positioning & Rallies Shot variation (Forehand/Backhand) Why and when? Lob & Drop shot and develop volleying Developing tactical awareness Competition 	<p>Handball</p> <ul style="list-style-type: none"> Unopposed dribbling Opposed dribbling Passing & Receiving Defending Attacking Competition
	PE <i>Session 2</i>	<p>Football</p> <ul style="list-style-type: none"> Dribbling 	<p>Tag rugby</p> <ul style="list-style-type: none"> Ball Handling 	Netball	Rounders	Cricket	<p>Athletics</p> <ul style="list-style-type: none"> Sprinting

Curriculum Area		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<ul style="list-style-type: none"> • Shooting • Passing + Receiving • Defending • Attacking • Competition 	<ul style="list-style-type: none"> • Tagging • Defending • Attacking • Support • Play Competition 	<ul style="list-style-type: none"> • Passing, Receiving, Moving • Spatial Awareness • Shooting • Defending • Attacking • Competition 	<ul style="list-style-type: none"> • Throwing + Catching • In Fielding • Out Fielding • Batting • Bowling • Competition 	<ul style="list-style-type: none"> • Fielding, Throwing, Catching • Batting – Forward Drive • Batting – Bouncing Ball • Bowling – Standing • Bowling – Running • Competition • Play Pok-to-pok (linked to topic) 	<ul style="list-style-type: none"> • Long Distance • Relays • Jumping • Throwing • Competition • Tribal dance/ Haka (linked to topic)

Arts	Music	Sing and play on musical instruments confidently, in tune and with expression (Phrasing)	Improvise/ compose using glock using the pentatonic scale CDEGA	To repeat a one/two/ four bar phrases either clapped or sung	Use notation for compositions on the treble clef as well as the correct beat values.	Acapella Classical – Mozart Steel drums	Identify Hip Hop and Jazz music on the timeline
	Art	Create digital artwork based on Greg LaMarche's work. Create propaganda posters Create a silhouette of the WW1 skyline	N/A	N/A	N/A	Impressionism. Focus on Cezanne and the use and quality of light (particularly in France). Rather than focusing on the picture, they were more focused on the impact of light on a picture. They never	•

using a watercolour background.

- Use software packages to create pieces of digital art to design
- Create work which is open to interpretation by the audience
- Include both visual and tactile elements in their work
- Explain why they have chosen specific drawing techniques
- Explain why they have chosen specific painting techniques
- Use watercolour to create an atmosphere
- Say what their work is influenced by

drew, they used paint immediately.

- Use a wide range of techniques in their work
- Explain why they have chosen specific painting techniques
- Make a record about the styles and qualities in their work
- Say what their work is influenced by

		<ul style="list-style-type: none"> Create sketches that communicate emotions and a sense of self with accuracy and imagination 					
	DT	N/A	N/A	N/A	<p>Design and build a Viking Long boat.</p> <ul style="list-style-type: none"> Use a range of information to inform their design Work within constraints Follow and refine their plan if necessary Justify their plan to someone else How well do they test and evaluate their final product? Is it fit for purpose? What would improve it? 	<p>Design and build a lamp.</p> <ul style="list-style-type: none"> Can they use a range of information to inform their design? Can they use market research to inform plans? Can they work within constraints? Can they follow and refine their plan if necessary? Can they justify their plan to someone else? Can they use different kinds of circuit in their product? 	<p>Design a ski lift for the Alps</p> <ul style="list-style-type: none"> Can they use a range of information to inform their design? Can they use market research to inform plans? Can they work within constraints? Can they follow and refine their plan if necessary? Can they justify their plan to someone else? <p>DT (cookery) Create fajitas in small groups</p>

					<ul style="list-style-type: none">• Would different resources have improved their product?• Would they need more or different information to make it even better?• Can they justify why they selected specific materials?	<ul style="list-style-type: none">• Can they think of ways in which adding a circuit would improve their product?	<ul style="list-style-type: none">• prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
--	--	--	--	--	---	---	--