






## Curriculum Overview – Year 6

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
<p style="text-align: center;"><b>Coasts</b></p> 	<p style="text-align: center;"><i>Maya Civilisation</i></p> 	<p style="text-align: center;"><b>World War II</b></p> 	<p style="text-align: center;"><b>Our environment</b></p> 	<p style="text-align: center;"><b>Changes</b></p> 
<p style="text-align: center;"><b>We are geographers/travellers</b></p>	<p style="text-align: center;"><b>We are archaeologists or We are... anthropologists</b></p>	<p style="text-align: center;"><b>We are analysts who are looking at the impact of the war</b></p>	<p style="text-align: center;"><b>We are artists</b></p>	<p style="text-align: center;"><b>We are growing up We are preparing for the journey to adulthood</b></p>
<p>Parental engagement open afternoon</p>		<p>Parental engagement Family stories/recounts/memories/ photographs/artefacts shared</p>	<p>Parental engagement</p>	<p>Parental engagement Relationships activities – family Parents to visit with young children</p>
<p>Community links – National Marine Aquarium.</p>	<p>Community links – Bikeability course partnership with PSSP</p>	<p>Community links Use of 'The Box' museum Adrian Chapman visit as Winston Churchill? Faith speaker about the Holocaust</p>	<p>Community links Local artist to inspire (possibly work along with)</p>	<p>Community links Activities week – Isle of Wight and Grenville house Visit by parents with their babies Midwife and health visitors Dartmoor – taster walk and JTT Induction days to all secondary schools for transition</p>

<b>History</b>		<p><b>Chronological understanding</b> Sequence, with independence, many of the significant events and people within and across the topics covered using appropriate dates, period labels and terms. (Placing the Indus Valley in world history timeline)</p> <p>Identify links between this sequence and the events of other periods studied.</p> <p>Develop a deep and secure chronological knowledge and understanding of history, local, British and world.</p> <p><b>Knowledge and understanding of events, people and changes in the past</b> Examine causes and results of great events and the impact on people.</p> <p>Explain a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p><b>Historical terms</b></p>	<p><b>Chronological understanding</b> Sequence, with independence, many of the significant events and people within and across the topics covered using appropriate dates, period labels and terms. E.g sequencing accurately the major events of World War II using appropriate labels and dates and identifying the impact on our local area.</p> <p>Develop a deep and secure chronological knowledge and understanding of history, local, British and world.</p> <p><b>Knowledge and understanding of events, people and changes in the past</b> Study different aspects of lives of different people – men, women and children and identify how they have changed during a time period.</p> <p>Examine causes and results of great events</p>		
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		<p>Independently, record knowledge and show a more secure understanding of historical terminology in a variety of ways, using dates and key terms appropriately.</p> <p>Use relevant vocabulary to give reasons why some events, people or developments are seen as more significant than others. Begin to offer explanations about why people in the past acted as they did.</p> <p><b>Interpretation of History</b> Link sources and work out how conclusions were arrived at.</p> <p><b>Historical enquiry</b> Recognise primary and secondary sources.</p> <p>Analyse a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out.</p>	<p>and the impact on people.</p> <p>Explain a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p><b>Historical terms</b> Independently, record knowledge and show a more secure understanding of historical terminology in a variety of ways, using dates and key terms appropriately.</p> <p>Use relevant vocabulary to give reasons why some events, people or developments are seen as more significant than others. Begin to offer explanations about why people in the past acted as they did.</p> <p><b>Interpretation of History</b> Consider ways of checking the accuracy of interpretations fact or fiction and opinion.</p>		
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		<p>Devise, ask and answer more complex questions about the past.</p> <p>Confidently and independently use resources to research.</p> <p>Bring knowledge gathering from several sources together in a fluent account by selecting and organising relevant historical data.</p> <p><b>Organisation and communication</b> Select and organise information to record and present.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Plan and carry out individual investigations.</p> <p>Appropriately use dates and historical terms. <b>Outcome – Information poster showing, as an</b></p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Independently provide a comprehensive list of valid, detailed reasons why events took place and the effects of those events, e.g. how World War II had an impact on their locality.</p> <p>Order causes and / or effects into a hierarchy of significance and justifying selection.</p> <p><b>Historical enquiry</b> Recognise primary and secondary sources.</p> <p>Analyse a range of sources to find out about an aspect of time past. Suggest</p>		
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		<p>archaeologist, what the children found out.</p>	<p>omissions and the means of finding out.</p> <p>Devise, ask and answer more complex questions about the past.</p> <p>Confidently and independently use resources to research.</p> <p>Bring knowledge gathering from several sources together in a fluent account by selecting and organising relevant historical data.</p> <p><b>Organisation and communication</b></p> <p>Select and organise information to record and present.</p> <p>Use a variety of ways to communicate knowledge and understanding including extended writing.</p> <p>Plan and carry out individual investigations.</p> <p>Appropriately use dates and historical terms.</p>		
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<b>Geography</b>	<p><b>Locational &amp; Place Knowledge</b>  <b>Recall</b> locational knowledge from previous learning &amp; recognise different shapes of continents &amp; countries. Know location of UK counties &amp; capital cities &amp; seas</p> <p><b>Name and locate</b> the different countries in Europe including Russia &amp; their capital cities.</p> <p><b>Locate</b> continents and non-European countries &amp; where India is located &amp; in relation to the UK.</p> <p><b>Identify</b> the position and significance of <b>latitude, longitude</b>, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Locate</b> key cities within India &amp; cities, mountain ranges, rivers &amp; seas.</p> <p><b>Reason, justify</b> why settlers arrived there.</p> <p><b>Critique, empathise</b> Identify the countries which share a border with India (also the seas and</p>			<p><b>Human &amp; Physical Geography</b>  contribute.</p> <p><b>Fairtrade -</b>  <b>Fairtrade - Review/Understand the principles of trade &amp; fairtrade. (NC - trade links, distribution of natural resources including energy, food, minerals &amp; water.</b></p> <p><b>Consider the locations &amp; climates of where food is grown as well as food miles &amp; the environmental impact. (economic activity)</b></p> <p><b>Geographical Skills &amp; Fieldwork</b>  Use maps, atlases, globes and digital/computer mapping (Google Earth) to <b>locate</b> countries and <b>describe</b> features studied.</p> <p><b>4 and 6 grid references of the UK using OS maps)</b>  Extend to teaching of latitude and longitude. Confidently use fieldwork to <b>observe, measure and record</b> the human and physical features in the local area accurately using a</p>	
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<p>oceans which surround it).</p> <p><b>Human &amp; Physical Geography</b>  <b>Understand, explain, demonstrate understanding make reasoned judgements about –</b>  <b>Human geography</b>, including: types of settlement and land use, economic activity including child labour, and the distribution of natural resources including energy, food, minerals and water.  <b>Physical geog</b> - including mountains. <b>Comparison &amp; similarities between</b> (Plymouth and a coastal city in Spain).</p> <p><b>Geographical Skills &amp; Fieldwork</b>  Use maps, atlases, globes and digital/computer mapping (Google Earth) to <b>locate</b> countries and <b>describe</b> features studied.  <b>Expand map skills</b> to include non-UK countries.  <b>Outcome – Children will be able to explain how India is a land of contrast</b></p>			<p>range of methods, including sketch maps with keys, plans and graphs, and digital technologies.  Use widening geographical terms such as urban, rural, land use, sustainability, trade links, etc.  Possible Field Studies:  Junior Ten Tors - include OS map work and co-ordinates as well as using 4/8 point compass work.  <b>Outcome -</b></p>	
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	and is a great tourist destination.				
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<b>Art</b>		<p><b>Explore and develop ideas (ongoing)</b></p> <p><b>Evaluating and developing work (ongoing)</b></p> <p><b>Textiles/Collage</b> Awareness of the potential of the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p> <p><b>Outcome – to create a rangoli design using gutta pen and silk paint.</b></p>		<p><b>Explore and develop ideas (ongoing)</b></p> <p><b>Evaluating and developing work (ongoing)</b></p> <p><b>Drawing</b> Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p><b>Painting</b> Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p>	<p><b>Explore and develop ideas (ongoing)</b></p> <p><b>Evaluating and developing work (ongoing)</b></p> <p><b>Printing</b> Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work.</p> <p>Work relatively independently.</p> <p><b>Outcome – to use printing techniques as part of DT design outcome.</b></p>
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				<p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p> <p><b>Outcome – studying the work of a local artist and using their style for own paintings of locality.</b></p> <p><b>3D form</b> Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p> <p><b>Outcome – landscape of part of the locality.</b></p>	
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<b>DT</b>	<p><b>Food and Nutrition</b>          Know, explain and give examples of food that is grown, reared and caught in Europe and the Wider World.</p> <p>Explain and plan recipes according to seasonality.</p> <p>Learn about food processing methods.</p> <p>Describe some of the different substances in food and drink, and how they can affect health.</p> <p>Demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Apply knowledge of food substances, such as gluten, to plan and prepare suitable and purposeful dishes.</p> <p>Adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma.</p>		<p><b>Make</b>          Use selected tools and equipment precisely and accurately.          Produce suitable lists of tools, equipment, materials needed, considering possible constraints.</p> <p>Select appropriate materials, fit for purpose; explain choices - considering functionality and aesthetics.</p> <p>Make changes to improve the quality of the product.</p> <p>Accurately measure, mark out, cut and shape materials/components</p> <p>Accurately assemble, join and combine materials/components          Accurately apply a range of finishing techniques.</p> <p>Use techniques that involve multiple steps.</p> <p>Be resourceful with practical problems.</p> <p><b>Evaluate</b>          Evaluate quality of design while designing</p>		<p><b>Design</b>          Draw on market research to inform design.</p> <p>Use research of user's individual needs, wants, requirements for design.</p> <p>Identify features of design that will appeal to the intended user.</p> <p>Create own design criteria and specifications.</p> <p>Come up with innovative design ideas.</p> <p>Follow and refine a logical plan.</p> <p>Use annotated sketches, cross-sectional planning and exploded diagrams.</p> <p>Make design decisions, considering resources and costing.</p> <p>Clearly explain how parts of design will work, and how they are fit for purpose.</p> <p>Independently model and refine design ideas by making prototypes/models and using pattern pieces.</p> <p>Use computer-aided designs with greater independence and confidence.</p>
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<p>Use the following techniques confidently: peeling, chopping, slicing mashing, whisking, mixing, spreading, grating, kneading and baking.</p> <p>Alter methods, cooking times and/or temperature/s.</p> <p>Present product well, ensuring that it looks interesting, attractive, and is fit for purpose.</p> <p><b>Outcome – lassi drinks and biscuits in school (served to parents on open afternoon), savoury dishes using LCA resources.</b></p>		<p>and making; is it fit for purpose?</p> <p>Keep checking the quality and effectiveness of the design/product.</p> <p>Evaluate ideas and finished product against specification, stating if it's fit for purpose.</p> <p>Test and evaluate the final product; explain how to improve it and the effect different resources may have had on the final product.</p> <p><b>Technical Knowledge</b>  <u>Materials and Structures</u>  Select materials carefully, considering intended use of the product, the aesthetics and functionality.</p> <p>Reinforce and strengthen a 3D frame.</p> <p>Refine the product after testing, considering aesthetics, functionality and purpose.</p> <p><u>Mechanisms</u>  Incorporate hydraulics and pneumatics.</p>	<p><b>Make</b>  Use selected tools and equipment precisely and accurately. Produce suitable lists of tools, equipment, materials needed, considering possible constraints.</p> <p>Select appropriate materials, fit for purpose; explain choices - considering functionality and aesthetics.</p> <p>Create, follow, and adapt detailed step-by-step plans.</p> <p>Explain how the product will appeal to the audience.</p> <p>Make changes to improve the quality of the product.</p> <p>Accurately measure, mark out, cut and shape materials/components</p> <p>Accurately assemble, join and combine materials/components  Accurately apply a range of finishing techniques.</p> <p>Use techniques that involve multiple steps.</p> <p>Be resourceful with practical problems.</p> <p><b>Evaluate</b>  Do thorough evaluations of existing products, considering: how well they've been made, materials, whether they work, how</p>
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			<p>Confidently try new / different ideas.</p> <p>Use cams, pulleys and gears to create movement.</p> <p><u>Electrical Systems</u> Use different types of circuit in the product.</p> <p>Think of ways in which adding a circuit would improve the product.</p> <p>Program a computer to monitor changes in the environment and to control the product.</p> <p><b>Outcome – Making a mechanical, working model of a WWII vehicle.</b></p>		<p>they've been made, whether fit for purpose.</p> <p>Find out how much products cost to make and evaluate how innovative they are.</p> <p>Research and discuss how sustainable materials are.</p> <p>Consider the impact of products beyond their intended purpose.</p> <p>Discuss and compare some key inventors/designers/ engineers/ chefs/manufacturers of groundbreaking products.</p> <p>Evaluate quality of design while designing and making; is it fit for purpose?</p> <p>Keep checking the quality and effectiveness of the design/product.</p> <p>Evaluate ideas and finished product against specification, stating if it's fit for purpose.</p> <p>Test and evaluate the final product; explain how to improve it and the effect different resources may have had on the final product.</p> <p><b>Technical Knowledge</b> <u>Materials and Structures</u> Select materials carefully, considering intended use of the</p>
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					<p>product, the aesthetics and functionality.</p> <p>Explain how the product meets design criteria.</p> <p>Refine the product after testing, considering aesthetics, functionality and purpose.</p> <p><u>Textiles</u> Think about the user's wants/needs and aesthetics when choosing textiles.</p> <p>Make the product attractive and strong.</p> <p>Make a prototype.</p> <p>Use a range of joining techniques. Think about how the product might be sold.</p> <p>Think carefully about what would improve the product.</p> <p>Understand that a single 3D textiles project can be made from a combination of fabric shapes.</p> <p><b>Outcome – Designing a toy for a toddler linked to Growing Up project.</b></p>
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<b>Science</b>	<p><b>Physics</b> <b>Light</b></p> <p>Understand that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</p>	<p><b>Physics</b> <b>Electricity</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</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>Use recognised symbols when representing a simple circuit in a diagram.</p>		<p><b>Biology</b> <b>Living Things and their Habitats</b></p> <p>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> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p><b>Biology</b> <b>Animals inc Humans</b></p> <p>Describe the changes as humans develop from birth to old age.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><b>Biology</b> <b>Evolution &amp; Inheritance</b></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.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>



<b>RSHE</b>	<p><b>Theme 2 – RELATIONSHIPS</b>, with a focus on the school values – Resilience and Collaboration</p> <p>Express opinions and respect other points of view, including discussing topical issues</p> <p><b>Keeping safe Getting along</b></p>	<p><b>Theme 2 – RELATIONSHIPS</b>, with a focus on the school values – Resilience and Collaboration</p> <p>Express opinions and respect other points of view, including discussing topical issues</p> <p><b>Keeping safe Getting along Human rights</b></p>	<p><b>Theme 2 – RELATIONSHIPS</b>, with a focus on the school values – Resilience and Collaboration</p> <p>Express opinions and respect other points of view, including discussing topical issues</p> <p><b>LIVING IN THE WIDER WORLD</b>, with a focus on the school values – Communication and Responsibility</p> <p>Learn to differentiate between prejudice and discrimination, and value diversity, challenging discrimination, and stereotypes.</p>	<p><b>Theme 2 – RELATIONSHIPS</b>, with a focus on the school values – Resilience and Collaboration</p> <p>Express opinions and respect other points of view, including discussing topical issues</p> <p><b>LIVING IN THE WIDER WORLD</b>, with a focus on the school values – Communication and Responsibility</p> <p>Evaluate media sources, including safe internet sources and social media sites (age restrictions), and rules/ laws relating to sharing things online.</p>	<p><b>HEALTH &amp; WELLBEING</b>, with a focus on the school values – Bravery and Self-belief</p> <p>Learn about what affects mental health and ways to take care of themselves; explore strategies for managing feelings associated with change, including loss/ bereavement; understand the importance of managing and balancing their time online.</p> <p>Identify links between love, committed, intimate relationships and conception. Learn about the human life cycle, reproduction, and birth, including how pregnancy occurs and preventing it with contraception. Identify the need for increasing independence, managing challenges and change/ transitions. Learn about keeping personal information safe, age restrictions and regulations. Consider drug use and the law (risk/ effects) and the media influences.</p> <p><b>Theme 2 – RELATIONSHIPS</b>, with a focus on the school values – Resilience and Collaboration</p> <p>Learn about attraction to others; romantic relationships; the legal declaration of civil partnerships and marriage (inc. that forced marriage is a crime)</p>
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					<p>Learn about recognising healthy/ unhealthy relationships and friendships and strategies for managing pressure and consent in different situations, including how to get advice or report concerns.</p> <p>Express opinions and respect other points of view, including discussing topical issues</p> <p><b>LIVING IN THE WIDER WORLD</b>, with a focus on the school values – Communication and Responsibility</p> <p>Learn about influences and attitudes to money, including financial risks (gambling, debt, fraud) and the impact/ getting help.</p>
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<b>Music</b>		<p style="text-align: center;"><b>PPA</b></p> <p>We are Musicians.          To sing a harmony part confidently and accurately with increasing control of expression.          To adopt a range of accompaniments to support a performance.          To use drones and ostinatos and be clear how this fits together in the performance.          To use different forms of notation for different features for each stage of their composition.          Children will be able to refine and improve their work.</p>		<p style="text-align: center;"><b>PPA</b></p> <p>We are composers          To evaluate how venue, time and occasion effects the way music is created.          To use a range of different musical devises in their composition including rhythms and chords.          To be able to compare and contrast the impact of different composers will have had on the people at that time.          To group beats together in their accompaniments.</p>	<p style="text-align: center;"><b>PPA</b></p> <p>We are performers          To be able to perform parts from memory.          To show an awareness of notation to guide them in their performance.          They will be able to lead in a range of performances, possibly a solo or a singing mentor.          To be able to analyse features of different pieces of music, using appropriate vocabulary.          To adopt different accompaniments at different stages of the performance of their selected song.          To understand the body language, facial expression, and positive energy required in a performance          .</p>
<b>PE</b>	PPA – Games (invasion) Indian dance	PPA – Games Indoor athletics	PPA – Games Gymnastics	PPA – Games Gymnastics	PPA – Games (track and field) Cricket/rounders

Computing		<p><b>COMPUTER SCIENCE</b>  <b>We are market researchers</b></p> <p>Using the breadth of understanding and skills acquired to date to project manage the design an application that will serve a real-world purpose. This will <b>include the use of logical reasoning to explain why certain coding features would be used to engage the user (sequencing, selection, repetition, progression and reward).</b></p>	<p><b>ICT</b>  <b>We are project managers</b></p> <p>Capitalise on all prior ICT knowledge and skills to project manage the planning and design of an application.</p>		<p><b>DIGITAL LITERACY</b>  <b>We are digital citizens</b></p> <p>Project manage the planning and design of an application. <b>Evaluating existing content discerningly to ensure there is a niche for their product and that it is not in violation of copyright law.</b></p> <p>Explicit teacher of E-Safety focussing again on use of social media moving into secondary education.</p>
RE	U2.7 - Why do Hindus want to be good?	U2.11 - Why do some people believe in God and some people not?	U2.6 - (2B.8) What kind of king is Jesus?	U2.5 - (2B.6) What do Christians believe Jesus did to 'save' people?	U2.2 (2B.2) Creation & Science: conflicting or complementary? <b>CREATION/FALL</b> U2.12 - How does faith help people when life gets hard?