

Year 6 Curriculum Overview

| | Discovery | Global | Wellbeing |
|-----------|---|--|---|
| Science | | <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 microorganisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics. <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 are adapted to suit their environment in different ways and that adaptation may lead to evolution. | <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 <p>describe the ways in which nutrients and water are transported within animals, including humans.</p> |
| | <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 straight lines to explain why shadows have the same shape as the objects that cast them. <p>Electricity</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 <p>use recognised symbols when representing a simple circuit in a diagram.</p> | | |
| History | <p>Year A</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Viking raids and invasion.</p> <p>Exploration of our locality and beyond.</p> | <p>Year A</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Democracy Technology Achievement</p> | <p>Year A</p> <p>A non-European society that provides contrasts with British history Mayan civilization c. AD 900.</p> |
| | <p>Year B</p> | <p>Year B</p> | <p>Year B</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Battle of Britain – The Home Front. Resistance/Resilience. Evacuees.</p> |
| Geography | <p>Year A</p> | <p>Year A</p> | <p>Year A</p> |

Year 6 Curriculum Overview

| | | | |
|-------------------|---|--|---|
| | <p>Place Knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Comparing North Yorkshire to an area in Europe.</p> | <p>Place Knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>North or South American Country.</p> | |
| | <p>Year B Locational Knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>The River Tees.</p> | <p>Year B Locational Knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> | <p>Year B</p> |
| Design Technology | <p>Year A Structures: Viking Ships</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Structure: Christmas Decorations apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | <p>Year A Electrical systems: Electrical Circuits understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> | <p>Year A Cooking and Nutrition: Chocolinis and Healthy alternative snacks</p> <ul style="list-style-type: none"> - understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
| | <p>Year B Structures: Building bridges</p> <ul style="list-style-type: none"> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>Structure: Christmas Decorations apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | <p>Year B Electrical systems: Electrical Circuits understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> | <p>Year B Mechanisms: WWII children's toys understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> |
| Art | <p>Year A Colour</p> <ul style="list-style-type: none"> - Explore the use of texture in colour - Colour for purposes - Colour to express feelings <p>Pattern</p> <ul style="list-style-type: none"> - Create own abstract pattern to reflect personal experiences and expression - Create pattern for purposes <p>The Scream – Edvard Munch, Viking knots, Odin's Triangle</p> | <p>Year A Texture</p> <ul style="list-style-type: none"> - Use stories, music, poems as stimuli - Select and use materials - Embellish work - Fabric making - Artists using textiles - Develops experience in embellishing - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale <p>Greek vases, stories, myths, music</p> | <p>Year A Form</p> <ul style="list-style-type: none"> - Plan and develop ideas - Shape, form, model and join - Observation or imagination - Properties of media - Discuss and evaluate own work and that of other sculptors <p>Mayan masks</p> |

Year 6 Curriculum Overview

| | | | |
|------------------------------|--|---|--|
| | <p>Year B Drawing</p> <ul style="list-style-type: none"> - Effect of light on objects and people from different directions - Interpret the texture of a surface - Produce increasingly accurate drawings of people - Concept of perspective <p>Rivers</p> | <p>Year B Printing</p> <ul style="list-style-type: none"> - Combining prints - Design prints - Make connections - Discuss and evaluate own work and that of others - Builds up drawings and images of whole or parts of items using various techniques - Screen printing - Explore printing techniques used by various artists <p>Escher - tessellation</p> | <p>Year B Drawing</p> <ul style="list-style-type: none"> - Effect of light on objects and people from different directions - Interpret the texture of a surface - Produce increasingly accurate drawings of people - Concept of perspective <p>Word War II artefacts</p> |
| Computing | <p>Year 6 Digital Literacy – Online behaviour / Safety</p> <p>Pupils should be taught to: • use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p><i>Pupils understand what it means to be a good digital citizen as they interact with others online by understanding how to prevent and respond to cyberbullying. They also learn how to communicate effectively to prevent miscommunication in order to be a responsible member of a connected culture Pupils begin to consider the impact of their online presence on their own self- image and the way others see them and explore how to construct a positive online profile Pupils learn the ‘do’s and don’ts’ of copying and pasting information to avoid plagiarism. They learn how to avoid plagiarism by putting information in their own words, putting excerpted information into quotes, and providing citations. They learn to show respect for other people’s creations by giving them.</i></p> <p>use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital</p> <p><i>Pupils develop skills for evaluating websites, online information and advertising by rating the trustworthiness and usefulness of websites, and learning to identify the different types of online advertising</i></p> | <p>Year 6 ICT – Creating Digital Content</p> <p>select, use and combine a variety of 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> <p><i>Digital Publishing: Pupils learn how to use software to create an e-book, brochure or poster on a given subject, incorporating a range of media Presentations: Pupils learn to write and deliver a presentation, incorporating a range of media Graphics: Pupils learn how to take, adapt or create images to enhance or further develop their work and incorporate it in a wider project Animations: Pupils learn how to develop a storyboard and then create a simple animation using for instance Puppet pals’ or ‘Stop Motions Animation’ - this may be extended by editing the final product in using video editing software Sound and video: Pupils record and edit media to create a short sequence - extended by editing the final product in using video editing software Working with data: Pupils learn to search, sort and graph information Modelling: Pupils learn how to use a spreadsheet to model data</i></p> | <p>Year 6 Computer Science – Scratch</p> <p>design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems and solving problems by decomposing them into smaller parts • 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> <p><i>Pupils learn to use and program using Espresso python complete a basic task</i></p> <p>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> <p><i>Pupils learn that connected devices exchange packets of data and this can convey a range of information from a text to a video call</i></p> |
| Music (Charanga Music Units) | <p>Happy – Year 6, Unit 1</p> <p>1 – Listen & Appraise: Happy (Pop/Neo soul) What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?</p> <p>2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 3 notes – A, G + B. Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – A, G + B. Improvise using up to 3 notes – A, G + B or C, E, G, A + B. Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.</p> <p>3 – Perform & Share Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.</p> <p>Classroom Jazz 2 – Year 6, Unit 2</p> <p>1 – Listen & Appraise: Bacharach Anorak and Meet The Blues What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?</p> <p>2 – Musical Activities using glocks and/or recorders Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet</p> | <p>A New Year Carol – Year 6, Unit 3</p> <p>1 – Listen & Appraise: A New Year Carol (The music of Benjamin Britten) What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions? Mood and story told?</p> <p>2 – Musical Activities using glocks and/or recorders Warm-up games pulse, rhythm and pitch games: • Learn to clap some of the rhythms used in the song • Learn some musical phrases that you will sing in the song. Singing in unison. Sing the song in its original style, and the Urban Gospel version.</p> <p>3 – Perform & Share Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.</p> | <p>You’ve Got A Friend – Year 6, Unit 4</p> <p>1 – Listen & Appraise: You’ve Got A Friend (The music of Carole King) What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?</p> <p>2 – Musical Activities using glocks and/or recorders Warm-up games play and copy back using up to 3 notes – A, G + E. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F. Improvise using up to 3 notes – A, G + E. Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.</p> <p>3 – Perform & Share Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.</p> |

Year 6 Curriculum Overview

| | | | |
|----|---|---|---|
| | <p>The Blues). Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C.</p> <p>3 – Perform & Share Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.</p> | | |
| RE | <p>Why is the Buddha important for Buddhists? (Belief, Teachings/ Authority, Impact of Faith)</p> <p>How do Buddhist beliefs affect the way Buddhists live their lives? (Belief, Teachings/ Authority, Impact of Faith)</p> <p>Christmas What do the gospels tell us about the birth of Jesus? (Teachings/Authority)</p> | <p>How do religions respond to prejudice and discrimination? (Belief, Impact of Faith)</p> <p>Easter Why are Good Friday and Easter Day the most important days for Christians? (Belief)</p> | <p>How and why do some religious people inspire others? (Teachings/ Authority, Impact of faith)</p> <p>What do religions believe about life after death? (Worship, Impact of Faith)</p> |