

Year 6 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Animals including humans	Light	Evolution	Electricity		Living things and their habitats
Objectives	I can name and locate the main body organs I can explain the function of the heart I can describe the human circulatory system I can describe the function of the lungs I can take measurements and interpret results I can describe the respiratory system I can describe the impact of exercise, diet and drugs on our bodies	I can explore how light travels to the eye I can explore how light travels in straight lines I can explore how shadows relate to the object that cast them I can describe the main functions of the eye I can experiment with making rainbows	I can identify reasons for extinction. I can research using internet resources I can explain a paleontologist's findings and contributions to understanding I can describe and explain inheritance I can describe a naturalist's findings and contributions to understanding I can explore how environmental changes affect animals I can describe how different plants are adapted to their environments	I can match component images to components I can investigate how components in a circuit can be affected by voltage I can use recognised symbols to draw a circuit diagram I can explore the dangers of electricity I can design a circuit with a purpose		I can give reasons for classifying living things based on their similarities and differences I can describe how living things are classified into groups I can classify a creature based on its characteristics I can describe and investigate microorganisms I can identify the characteristics of different types of microorganisms I can use what I have observed to make a conclusion I can classify organisms in my local habitat.
Investigations	Research the function of the human heart How the circulatory system works Function of the lungs/ measuring lung capacity	Light travels in staright lines How shadows relate to the object that cast them How rainbows are formed	How environmental changes affect animals	How components in a circuit are affected by voltage Design a circuit with a purpose		What conditions make mould grow? Create a field guide for a local habitat Creating and classifying a new creature
Key Vocabulary	animal, human, organs, oxygen, lungs, heart, intestines, liver,kidney, brain, oesophagus,stomach, oxygen, carbon dioxide, drugs, exercise	Light, shadow, rainbow, eye, pupil, iris, retina	Evolution, extinction, palaeontologist, inheritance, adapt, naturalist, environment, environmental, animals, plants, living things	Electricity, component, voltage, symbols, danger, purpose		Habitat, living things, classify, chracteristics, organisms, microorganisms
Equipment	Tape measures	Smoke machine, mirror, torch		circuit equipment		
Experiences		Smoke machine				Trip to local habitat
Religious Education	What kind of king was Jesus? (Christianity - UC)	Morals (Hinduism)	Religious Charity (Christianity and Islam)	What Would Jesus Do? (Christianity - UC)	Community respect in Sandwell (Christianity, Islam, Hinduism, Sikhism, Judaism)	Impact of Beliefs (Christianity, Islam, Hinduism, Sikhism, Judaism)
Message		Learning good morals from Hindu beliefs.	Apply the ideas of generosity and charity to my own attitudes to money.	Learning good values through the stories of Jesus.	How to be more respectful and appreciate diversity.	
Key Question/ Outcome	What kind of king was Jesus?	Why do Hindus try to be good?	Can Christian Aid and Islamic Relief change the world?	What would Jesus do?	What will make our town a more respectful place?	
Objectives	I can explain what is meant by the Kingdom of God. I can consider what Jesus' kingdom might be like. IU can explain how Christians put their belief in Jesus into practice. I can consider how Jesus' teachings relate to today's world. I can explain how Christians interpret the teaching of Jesus. I can explain how the 'Kingdom of God' is relevant to today's world	I can identify and explain Hindu belief about Brahman I can Identify and explain Hindu beliefs about karma, samsara and moksha I can identify and explain Hindu belief about atman I can Identify and explain dharma I can give examples on how Hindus put their beliefs into practice I can explain how someone who holds Hindu beliefs might live	I can discuss what I know about charities. I can recognise a project of Islamic Relief. I can describe a project of Christian Aid. I can talk about how we could improve our world. I can identify some unfair things in today's world. I can talk about how I want to live, for a fairer world.	I can discuss 'foundations for life'. I can say how Christians follow Jesus' ministry as a healer. I can explore why prayer is important to Christians. I can explore the importance of forgiveness for Christians. I can discuss why people are generous. I can say what Christians do to follow Jesus.	I can link my understanding of religion to my neighbourhood and to the wider community. I can explain the beliefs and values of religions in my local community. I can explain the beliefs and values of religions in my local community. I can compare two religious places. I can identify what it means to live in a plural community and to live in a community where almost everyone is similar.	To be updated.
Key Vocabulary	Christians, love, peace, forgiveness, Kingdom of God, community	Brahman, karma, samsara, moksha, atman, dharma.	Morals, poverty, injustice, Ummah, fellowship	Foundations, healer, prayer, forgiveness, generous.	Community, populations, ethnicity, demographics, national.	
PSHE	Family and Relationships (Autumn 1)	Health and Wellbeing (Autumn 2)	Safety and the Changing Body (Spring 1)	Citizenship (Spring 2)	Economic Wellbeing (Summer 1)	Transition (Y1-5) Identify (Y6) (Summer 2)
	<u>Lesson 1:</u> I can understand what we mean by respect and why it is important. <u>Lesson 2:</u> I can understand that respect is two-way and how we treat others is how we can expect to be treated. <u>Lesson 3:</u> I can explore other people's attitudes and ideas and to begin to challenge these. <u>Lesson 4:</u> I can understand stereotypes and be able to share information on them.	<u>Lesson 1:</u> I can identify long term goals and how to work towards them. <u>Lesson 2:</u> I can use mindfulness to manage emotions. <u>Lesson 3:</u> I can understand and plan for a healthy lifestyle. <u>Lesson 4:</u> I can understand the potential impact of technology on physical and mental health. <u>Lesson 5:</u> I can reflect on skills they have developed to identify and respond to difficult situations.	<u>Lesson 1:</u> I can begin to understand the risks of alcohol. <u>Lesson 2:</u> I can start to become a discerning consumer of information online. <u>Lesson 3:</u> I can understand that online relationships should be treated in the same way as face to face relationships. <u>Lesson 4:</u> I can understand the changes that happen during puberty. <u>Lesson 5:</u> I can understand the biology of conception.	<u>Lesson 1:</u> I can understand human rights, including the right to education. <u>Lesson 2:</u> I can understand some environmental issues relating to food and food production. <u>Lesson 3:</u> I can understand how to show care and concern for others. <u>Lesson 4:</u> I can recognise prejudice and discrimination and learn how this can be challenged. <u>Lesson 5:</u> I can understand diversity and the value different people bring to a community.	<u>Lesson 1:</u> I can identify feelings around money and discuss their impact. <u>Lesson 2:</u> I can recognise how to safeguard money in digital and physical environments. <u>Lesson 3:</u> I can identify how money-related matters develop at secondary school. <u>Lesson 4:</u> I can recognise the risks of gambling. <u>Lesson 5:</u> I can explore how different careers operate in a workplace. <u>Lesson 6:</u> I can explore different career routes and their requirements.	<u>Lesson 1:</u> I can understand what factors contribute to identity. <u>Lesson 2:</u> I can understand that the media manipulates images.

	<p><u>Lesson 5</u>: I can resolve disputes and conflict through negotiation and compromise.</p> <p><u>Lesson 6</u>: I can begin to understand the process and emotions relating to grief.</p>	<p><u>Lesson 6</u>: I can understand ways that people can help prevent themselves and others becoming ill.</p> <p><u>Lesson 7</u>: I can understand how habits can impact health.</p> <p><u>Lesson 8</u>: I can understand what happens when people are ill and know when to seek support.</p>	<p><u>Lesson 6</u>: I can understand the development of the baby during pregnancy.</p> <p><u>Lesson 7</u>: I can understand how to help someone who is choking.</p> <p><u>Lesson 8</u>: I can understand how to help someone who is unresponsive.</p>	<p><u>Lesson 6</u>: I can begin to understand how government works.</p>		
Art		Art Skills (A)	Making My Voice Heard (A)	Photography (A)		Still Life (A)
Outcomes		Know the meaning of impressionism, zentangle, composition, design, prototype, analyse, evaluate. Able to discuss how to paint in an impressionist style and how to mix colours. Able to talk about designing and making a prototype.				
Objectives		I can paint in the style of famous painters I can compose patterns using different lines I can create a repeating pattern through printing I can design and make a prototype I can analyse and evaluate artwork	I can create graffiti art I can draw emotions I can create an impactful piece of art I can produce a finished piece of art I can create a sculpture	I can create a photomontage I can use text and image together to create meaningful and powerful photo posters I can understand abstract art through photography I can develop a self-portrait from a photography and translate it into a drawing I can replicate the mood and expression of a painting through photography		
Key Vocabulary		Impressionism, zentangle, composition, design, prototype, analyse, evaluate	Graffiti, Street art, Wildstyle tag, Mural, portrait, features, shading, pastel, halo technique, chiaroscuro technique, First World War, Spanish Civil War, clay, sculpture, features	Photomontage, Dada, sculpture, printing, concept, impact, macrophotography, saturate, de-saturate, self-portrait		
Artists		Claude Monet, Edward Hopper	Käthe Kollwitz, Pablo Picasso, Guernica	Hannah Hoch, Edward Weston, Edvard Munch		
Design Technology	Playgrounds (Structures) Block teaching				Automata Toys (Mechanical Systems) Block teaching	Come Dine with Me (Food) Weekly lessons
Summary	This topic draws upon pupils’ skills and knowledge of structures, challenging them to design and create a model of a new playground featuring five apparatus, made from three different structures.				Using woodworking materials and skills, pupils construct a window display using an automata mechanism; measuring and cutting their materials, assembling the frame, choosing cams, designing the characters that sit on the followers and also finishing with a foreground and background.	Working in groups, children research and prepare a three-course meal taught as a rotational activity over three lessons. They will taste-test and score their food and when they aren’t cooking, they will research the journey of their main ingredient from ‘farm to fork’ or write a favourite recipe to include in a class cookbook.
Outcome	All children have completed their playground models, applying any building techniques that they have developed throughout key stages one and two.				Children have created a working automata toy to be used as part of a shop display.	Children have designed and prepared a three-course meal in sections, sampled food from other groups and scored them against given criteria.
Objectives	I can design structures. I can build a range of structures. I can improve and add detail to structures. I can use a range of materials to add detail. I can evaluate my work.				I can complete a design brief. I can assemble a wooden frame. I can explore cam profiles. I can complete a quality automata product. I can evaluate my automata against a list of criteria.	I can research and design a meal. I can prepare a meal using a recipe. I can understand where food comes from. I can write a recipe.
Key Vocabulary	Adapt ● Apparatus ● Bench hook ● Cladding ● Coping saw ● Design ● Dowel ● Evaluation ● Feedback ● Idea ● Jelutong ● Landscape ● Mark out ● Measure ● Modify ● Natural materials ● Plan view ● Playground ● Prototype ● Reinforce ● Sketch ● Strong ● Structure ● Tenon saw ● Texture ● User ● Vice ● Weak				Accurate ● Assembly-diagram ● Automata ● Axle ● Bench hook ● Cam ● Clamp ● Component ● Cutting list ● Diagram ● Dowel ● Drill bits ● Exploded-diagram ● Finish ● Follower ● Frame ● Function ● Hand drill ● Jelutong ● Linkage Mark out ● Measure ● Mechanism ● Model ● Research ● Right-angle ● Set square ● Tenon saw	Accompaniment ● Collaboration ● Cookbook ● Cross-contamination ● Equipment ● Farm ● Flavour ● Illustration ● Imperative-verb ● Ingredients ● Method ● Nationality ● Preparation ● Processed ● Reared ● Recipe ● Research ● Storyboard ● Target audience ● Top tips ● Unit of measurement
History		WWII		Local study		The Sikh Empire
Key Question/ Outcome		What was impact of WWII on the people of Britain?		What does the census tell us about the local area?		

Objectives		<p>Why did Britain go to war in 1939?</p> <p>Who won the Battle of Britain?</p> <p>What do sources tell us about the Blitz?</p> <p>What was evacuation like for children?</p> <p>What impact did WWII have on womens lives?</p> <p>Why did people migrate to Britain before and after WWII?</p>		<p>What does the census tell us about the people living in our local area?</p> <p>What happened to Mary Bucktrout?</p> <p>How did Mary Bucktrout feel about key events in her life?</p> <p>Who lived in our local area?</p>		<p>How did Maharaja Ranjit Singh lead within the Sikh confederacy?</p> <p>How did Sikh belief impact society?</p> <p>How did Lahor become a global trading hub during the Sikh empire?</p> <p>Why was Maharaja Ranjit Singh significant?</p> <p>How did different interpretations shape our understanding of the Sikh Empire?</p> <p>How do the achievements of the Sikh Empire compare with those of other civilisations?</p>
Key vocabulary		<p>Appeasement, treaty of Versailles, Neville Chamberlain, Adolf Hitler, allies, disarm, debt, unrest, prosperity, RAF, Luftwaffe, Battle of Britain, Winston Churchill, Sorties, operation Sealion, bomb aimer, scramble, the Blitz, air raid shelter, Anderson shelter, blackout, propaganda, evacuation , gas mask, host family, identity tag, ration book, evacuee, African descent, black Caribbean, emigration, immigration, Jews, kinder transport, labour supply, migrant refugee,</p>		<p>Census, innumerator, innumeration books, textiles, flax, flax millspinner, joiner, observation, inference, textile mill, yarn, carding, bobbings, William Dodd, shilling, flax linen, can hooker, piecer, overlooker, reconstruct, suffragette, head of household, comparing, governess,</p>		<p>Absolute power, alliance, autonomous, Maharaja Ranjit Singh, monarchy, power dynamics, Punjab, Sikh confederacy, Sikh Empire, unification, beliefs, community, discrimination, equality, fairness, justice, respect, society, culteural diversity, cultural exchange, global change, maritime roots, political stability, trade centre, trade route, historical sugnificnace, bias, perspective, prejudice, compare, contrast.</p>
Experiences					British Museum virtual workshop	
Geography	The Alps		Energy Sustainability			
Key Question/ Outcome	What is life like in the Alps?		What is the best way to generate (sustainable) energy?		Can I carry out an independent fieldwork enquiry?	
Objectives	<p>Where are the Alps?</p> <p>What is it like in the Alps?</p> <p>Why do people visit the Alps?</p> <p>What is there to do in our local area?</p> <p>How are the Alps different from our local area?</p> <p>What is like like in the Alps?</p>		<p>Where does our energy come from?</p> <p>What is renewable energy?</p> <p>How does the United States generate energy?</p> <p>How does the UK generate energy?</p> <p>What is the best way to generate energy?</p> <p>Where is the best place for a solar panel on our school grounds?</p>			
Key Vocabulary	<p>Atlas, mountain range, fold mountain, longitude, latitude, hemisphere, sea level, physical feature, mountain climate, deciduous trees, temperate forest, coniferous trees, glacier, land height, scale, vegetation, tourism, population, human feature, temperate deciduous forest, recreational land use, risk, route, questionnaire, OS map, enquiry, data,</p>		<p>Emissions, dam, regenerate, landscape, oceantide, fossil fuel, reliable, time zone, consumption, headquarters, Prime meridian, replenished, producer, 6 figure grid reference, off-shore, on-shore, urban planner, considerations, annotate, contour lines, justify, sea level,</p>			
Experiences / fieldwork	Fieldwork – Trip around local area identifying recreational land use. (Lesson 4)		Fieldwork – survey school grounds for solar panel location			
P.E.	Gymnastics	Fitness	Invasion games – Tag Rugby	Striking and Fielding	Invasion games – Netball	Athletics
Music	Film Music (M)	Theme and variations (M)	EP (Djembe) (M)	EP (Djembe) (M)	EP (Djembe) (M)	Performance (M)