

Year 6 Curriculum

	Terms 1 and 2 Ancient Greeks	Terms 3 and 4 WW11	Terms 5 and 6 School and the local Environment
English			
	A variety of genres of writing (both fiction and non-fiction) will be covered, linked to the Learning Journey topic: Greece Texts include: 'Who let the Gods out' and 'Percy Jackson and the Lightning Thief'.	A variety of genres of writing (both fiction and non-fiction) will be covered, linked to the Learning Journey topic: WWII Texts include: 'Letters from the Lighthouse' and 'Goodnight Mr. Tom'	A variety of genres of writing (both fiction and non-fiction) will be covered, linked to the Learning Journey topic: School and the Local Area. Texts include: 'Harry Potter and the Philosopher's Stone'
Maths			
	Place value, number, four operations, fractions, decimals and percentages.	Geometry, measures, statistics, algebra, ratio and proportion.	Revision and transition units.
Science			
Working scientifically Working scientifically Children will have opportunities to: Plan different types of scientific enquiry to answer questions including recognising and controlling variable where necessary. Take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate	Adaptation, evolution and animals including humans. Children have opportunities to : Recognise that living things have changed over time and that fossils provide information about things that lived on 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. Recognise the impact of diet, exercise, drugs and lifestyle on our bodies. describe the ways in which nutrients and water are transported within animals, including humans.	Light and Electricity. Children have opportunities to: Explain that we see things because of the way light travels. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Recognise that light appears to travel in straight lines. Use symbols when drawing a simple circuit in a diagram. Associate the outcome of a circuit with a number and voltage of the cells used. Compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and the on/off positions of switches.	Living things and their habitats. Children have opportunities to: Give reasons for classifying plants and animals based on specific characteristics. Describe how living things are classified into groups according to common characteristics including micro-organisms, plants and animals. Understand and use the correct language for parts of the body. Understand the changes that occur in the body during puberty. Explain how babies are made. Identify the stages in pregnancy and how a healthy baby is born.

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<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs Use test results to make predictions to set up further comparative and fair tests Talk about and present findings, including conclusions, causal relationships and explanations of results. Use straightforward scientific evidence to answer questions or to support findings. Identify scientific evidence that has been used to support or refute ideas or arguments Report and present findings in oral and written forms such as displays and other presentations.</p>	<p>Identify the main parts of the human circulatory system and describe their functions.</p>		
<p><u>History</u></p>			
<p>Chronological understanding, Knowledge and understanding,</p>	<p>Children have opportunities to: Use timelines to place events, periods and cultural movements from around the world.</p>	<p>Children have opportunities to: Use timelines to place events, periods and cultural movements from around the world. Use these key periods as reference points: BC, Stone Age, Bronze Age, Iron Age, AD Romans, Anglo-Saxons, Vikings, Tudors, Victorians and Today.</p>	<p>Children have opportunities to: Understand that the past has been represented in different ways. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p>

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<p>Historical Interpretations, Historical Enquiry, Organisation and Communication</p>	<p>Use timelines to demonstrate changes and developments in culture, technology, religion and society. Name date of any significant event studied from past and place it correctly on a timeline. Identify and uses different sources of information and artefacts. Evaluate the usefulness and accurateness of different sources of evidence. Select the most appropriate source of evidence for particular tasks. Form own opinions about historical events from a range of sources. Select and organises information to produced structured work. Make accurate use of specific dates and terms.</p>	<p>Describe main changes in a period in history using words such as; social, religious, political, technological and cultural. Name date of any significant event studied from past and place it correctly on a timeline. Show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. Evaluate the significance of events, people and changes. Describe and make links between events and changes and give reasons for, and results of, these events and changes. Understand that the past has been represented in different ways. Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Identify and use different sources of information and artefacts. Evaluate the usefulness and accurateness of different sources of evidence. Select the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources. Select and organises information to produced structured work. Make accurate use of specific dates and terms.</p>	<p>Know and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. Make connections between local, regional, national and international history; cultural, economic, military, political, religious, and social history.</p>
<p>Geography</p>			
<p>Understanding of geographical similarities and differences through the</p>	<p>Children have opportunities to: Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns).</p>	<p>Children have opportunities to: 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.</p>	<p>Children have opportunities to: Select photography from a range of techniques as the most appropriate for the evidence they need. Evaluate the quality of the evidence they collect this way.</p>

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<p>study of human and physical geography, Locational Knowledge, Fieldwork Map Skills</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Locate UK's geographical regions, counties and cities, their humans 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. Select interviewing as an appropriate method for collecting evidence. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence. Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</p>	<p>Begin to use editing techniques to make a presentation recording. Select recording from a range of techniques as the most appropriate for the evidence they need. Select and use a range of measuring instruments in investigations. Design own census, pilot and evaluate it. Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise OS map symbols; Use atlas symbols. Plan and follow a short route on an OS map. Describe features shown on OS map. Use a scale to measure distances. Draw/use maps and plans at a range of scales. Decide on an appropriate interviewee. Prepare and carry out interview, sometimes in a formal situation. Evaluate the quality of the evidence.</p>
<p>Computing</p>			
	<p>Children have opportunities to: Use sequence, selection, repetition and variables in programs. Give clear and precise logical explanations of a number of algorithms. Use logical reasoning to detect and correct errors in algorithms (and programs). Show that they can think through the consequences of their actions when using digital technology. Identify principles underpinning acceptable use of digital technologies.</p>	<p>Children have opportunities to: Design, write and debug a program using a second programming language based on their own ideas. Solve problems using decomposition, tackling each part separately. Use sequence, selection, repetition and variables in programs. Give clear and precise logical explanations of a number of algorithms. Use logical reasoning to detect and correct errors in algorithms (and programs). Understand how mobile phone or other networks operate.</p>	<p>Children have opportunities to: Design, write and debug their own computer control application. Understand how domain names are converted into IP addresses on the internet. Select, use and combine a range of programs on multiple devices. Appreciate that search engines rank pages based on the number and quality of in-bound links. Use online tools to plan and carry out a collaborative project.</p>

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	<p>Use online tools to plan and carry out a collaborative project. Analyse and evaluate data. Show that they can think through the consequences of their actions when using digital technology. identify principles underpinning acceptable use of digital technologies.</p>	<p>Show that they can think through the consequences of their actions when using digital technology.</p>	
Art			
	<p>Children have opportunities to: Use a sketchbook to show how their ideas have been improved. Use a sketchbook to produce labelled diagrams. Choose a suitable format to work with; portrait or landscape. Use observational skills to replicate images by well-known artists and explain how their work is similar/different. Explore the impact of well-known artists work on the society at the time.</p>	<p>Children have opportunities to: Use a sketchbook to show how their ideas have been improved. Use a sketchbook to produce labelled diagrams. Choose a suitable format to work with: portrait or landscape. Use observational skills to replicate images by well-known artists and explain how their work is similar/different. Explore the impact of well-known artists work on the society at the time. Add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials.</p>	<p>Children have opportunities to: Use a sketchbook to show how their ideas have been improved. Use a sketchbook to produce labelled diagrams. Choose a suitable format to work with: portrait or landscape. Evaluates the work of famous or specialist photographers and uses it to influence their style. Develops an awareness of mood, emotion and feelings in photography. Alter images through digital means.</p>
D&T			
	<p>Create a prototype of their design. Create an exploded diagram of their design. Build frameworks using a range of materials: wood, card, corrugated plastic. Evaluate existing products in relation to their purpose and audience.</p>	<p>Create a prototype of their design. Create an exploded diagram of his/her design. Evaluate existing products in relation to their purpose and audience. Evaluate their own completed products in relation to their purpose and audience. collect feedback from others to find out how to improve his/her product. Explore the impact of well-known designers and inventors and how their products helped to shape the world.</p>	<p>Use a glue gun . Select the most appropriate joint for his/her design. Include an electrical circuit that produces more than one outcome e.g. Light and sound. Cut accurately to 1mm: strip wood, dowel & square section. Build frameworks using a range of materials: wood, card, corrugated plastic. Evaluate existing products in relation to their purpose and audience.</p>

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	Evaluate their own completed products in relation to their purpose and audience. Collect feedback from others to find out how to improve his/her product. Explore the impact of well-known designers and inventors and how their products helped to shape the world.		Evaluate their own completed products in relation to their purpose and audience. Collect feedback from others to find out how to improve their product. Explore the impact of well-known designers and inventors and how their products helped to shape the world.
RE			
	Christmas: Children have opportunities to: Read Gospel accounts Of incarnation of Jesus and significance of his birth. Know key events in story – looking at Christian art. Create Storybook for younger readers.	Easter: Children have opportunities to: Know key features and why we celebrate Easter. Temptation of Jesus. Traditions and symbolism. Contrasting emotions and events. Easter art from different time periods and cultures (investigate) Suffering of Jesus – God’s role. Christian view on “suffering” Judaism and Forgiveness	Rules for Living: Children have opportunities to: Talk about concepts and beliefs. Reflect on the meaning of “dialogue” and discuss the importance of dialogue between people of different faith or beliefs, as well as between individuals or groups within the same faith/belief. Explore things, which they value, explaining why they are important to them and listen to others’ experiences.
PSHE			
	Being Me in My World and Celebrating differences. Children have opportunities to: Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in either situation. Express feelings about conflict in people’s lives.	Dreams and Goals and Healthy Me. Children have opportunities to: Describe ways to work with others to make the worlds better place. Identify why they are motivated to do this. Evaluate when alcohol is being used responsibly, anti-socially or being misused. Express feelings about using alcohol when they are older.	Relationships and Changing Me. Recognise when people are trying to gain power or control Demonstrate ways to stand up for themselves and friends. Describe how a bay develops from conception, through the nine months and how it is born. Recognise feelings when reflecting on development and birth of a baby.

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