Christ the Sower Ecumenical Primary School
Year 6 Curriculum Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring	Summer 1	Summer 2
English	**To persuade** Informal persuasive letter *Journey to Jo'burg by Beverly Naidoo*	**To inform** Biography *Long Walk to Freedom – Nelson Mandela*	**To discuss** Balanced Argument *Street Child by Berlie Doherty*	**To entertain** Narrative – Backstory *Floodland by Marcus Sedgewick*	**To entertain** Narrative – Creating Atmosphere and Tension *Varmints by Helen Ward*	**To entertain** Narrative – Prologue *Goodnight Mr Tom by Michelle Magorian*
Maths	• Number: Place Value • Number: Addition, Subtraction, Multiplication and Division • Number: Fractions • Geometry Position and Direction		• Number: Decimals • Number: Percentage • Number: Algebra • Measurement: Converting Units • Measurement: Perimeter and Area • Number: Ratio		• Statistics • Geometry: Properties of Shape • Consolidation and Application Projects	
Science	**Light** • Understand that light appears to travel in straight lines. • Explain that objects are seen because they give out or reflect light. • 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. • Use recognised symbols when representing a simple circuit in a diagram.		**Living things and their habitats** • Know that living things can be grouped in a variety of ways • Know how Linnaean system of classification works • Know how to identify the characteristics of different types of animals • Know how to identify the features of class carefully	**Evolution and inheritance** • 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	**Animals including humans** • Identify and name the main parts of the human circulatory system, and describe the functions • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals,	**Electricity** • Know the number of voltage of cells in a circuit linked to the brightness of a lamp or a volume of a buzzer • Compare and give reasons why components work and do not work in a circuit • Draw circuit diagrams using correct symbol • Make a buggy move using electricity.

FRIENDSHIP THANKFULNESS COURAGE FORGIVENESS COMPASSION RESPECT PERSEVERANCE

Computing	**Online Safety and Digital Citizenship** **Media Balance & Well-Being** Finding My Media Balance - *What does media balance mean for me?* **Privacy & Security** You Won't Believe This! - *What is clickbait and how can you avoid it?* **Data and Information** **Spreadsheets** • Answering questions by using spreadsheets to organise and calculate data.	**Online Safety and Digital Citizenship** **Digital Footprint & Identity** Beyond Gender Stereotypes - *How do gender stereotypes shape our experiences online?* **Relationships & Communication** Digital Friendships - *How do you keep online friendships safe?* **Creating Media** **Webpage Creation** • Designing and creating webpages, giving consideration to copyright, aesthetics and navigation.	**Online Safety and Digital Citizenship** **Cyberbullying, Digital Drama & Hate Speech** **Is It Cyberbullying? -** *What is cyberbullying and what can you do to stop it?* **Programming** **Variables in Games and Sensing Movement** • Exploring variables when designing and coding a game. • Designing and coding a project that captures inputs from a physical device.
History	**Amazing People** **How they led us…** • To know what is meant by Apartheid and to build an overview of this • To understand and explain why a language was the cause of an uprising? • To be able to seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand chronology. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Know the life and times of Nelson Mandela and Desmond Bishop Tutu and the influence they had on the world.	**Victorians** **Life as a Victorian child versus a modern-day child.** • To find out who Queen Victoria was and investigate her life and family tree. • To recognise and understand the changing power of monarchs e.g., to Queen Victoria • To explore the impact that the Industrial Revolution had on the people of Britain. • Investigate what public health and medical care were like during the Victorian era. • Examine and compare different leisure activities of rich and poor Victorian people.	**World War 2** **Explain the outbreak of World War II and the impact it had on today's society.** • To explain the outbreak of war with justifications for reasons why • To understand evacuation using a variety of sources of evidence and how this impacted children and society • To understand propaganda and how historians must understand the social context of evidence studied. • To explain the Blitz and the causes and consequence of this • To understand and evaluate using sources how the outcome of WW2 could have been different

Geography	**America** **What happens in the Amazon? Way of life in the Amazon.** • Locate worlds countries (including Russia) North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify and explain different weather patterns in different climate zones across America (North and South) • To explore and have an understanding of how rainforests are formed in Southern America and the wildlife that lives there • To understand the impacts rainforests, have on our world and how they are currently being impacted. Explaining the cause of this and consequences if this continues to happen. To compare life in the rainforests in America to that of the UK	**Convicts and Australia** **How is Australia different to the United Kingdom?** • To show and explain how Australia has changed over time. Explaining how physical structures have changed, how the economy and land use has changed and developed • To compare and contrast two locations in Australia using different media, maps, weather chart, photos and videos. • Draw a sketch map using symbols and a key, a route in Australia. Use sketches as evidence in an investigation. • Identify and explain different views of people including themselves within a familiar area and location in the wider world. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Describe how countries and geographical regions are interconnected and interdependent	**Europe and France** **Explain the contrasting way of life between European countries.** • To identify human and physical characteristics, (including hills, mountains, rivers, key topographical features and land -use patterns) and understand how some of these aspects have changed over time. • Make comparisons between human and physical features in Europe and focusing on France • Use a variety of different media to find specific locations including 8 figure co -ordinates • Understand some of the reasons for geographical similarities and differences between countries (France and one other European) • Explain how countries and geographical regions are interconnected and interdependent.

Art	**2d drawing to 3d making** **Key Concepts:** • That drawing and making have a close relationship. • That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. • That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. • That we can use methods such as the grid method and looking at negative space to help us draw. • That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.	**Identity** **Key Concepts:** • That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. • That people are the sum of lots of different experiences, and that through art we can explore our identity. • That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. • That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist. • In this pathway children are introduced to artists who explore their identity within their art.	**Activism** **Key Concepts:** • That artists can use art as a way to express their opinions, using their skills to speak for sectors of society. • That artists acting as activists often use print because it allows them to duplicate and distribute their message. • That a carefully chosen image can be a powerful way to communicate as it is direct and crosses boundaries of language. • That through art as activism we can come together.

DT	**Structures** **Can we create a home for the birds?** • **Design:** generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • **Make:** selecting appropriate materials and equipment for functional and aesthetical purposes • **Evaluate:** assessing how well their product works and if it matches their original design ideas and criteria • **Technical Knowledge**: understanding how to strengthen structures, expressing the need for visual communication in the design process.	**Cooking** **Can we create a filling meal that is fit for the workhouse?** • **Design:** generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • **Make:** selecting appropriate materials and equipment for functional and aesthetical purposes • **Evaluate:** assessing how well their product works and if it matches their original design ideas and criteria • **Technical Knowledge:** identifying each of the food groups, understanding what a balanced diet is, and developing an awareness of hidden sugars.	**Electrical Systems** **Can we create a computer controlled electronic door buzzer for the classroom?** • **Design:** generating and communicating ideas using thumbnail sketches, exploded diagrams and modelling, drawing plans to communicate the mechanism. • **Make:** selecting appropriate materials and equipment for functional and aesthetical purposes ,using scratch to directly programme the Raspberry Pi and electrical systems that have been built. • **Evaluate:** assessing how well their product works and if it matches their original design ideas and criteria • **Technical Knowledge**: understanding how to programme instructions in Scratch that will control the PI system. Build, test and improve the electrical systems to ensure that it meets the design brief and is fit for purpose.
Music	**Happy** This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy?	**You've Got a Friend in Me** This is a six-week Unit of Work. All the learning in this unit is focused around one song: You've Got A Friend - a song about friendship by Carole King.	**Music and Me** Music and Me focuses learning on inspirational women working in music, part of Brighter Sound's pioneering gender equality initiative Both Sides Now. Looking at the timeline of inspirational women and musical and cultural identity.

PE	**Gymnastics** The unit of work will challenge pupils' creativity as they use and apply their understanding of the different themes and concepts, they have learnt throughout KS2. Pupils will work in groups to create sequences using different 'Challenge Cards' using both the floor and apparatus. **Basketball** Pupils will consistently apply effective attacking and defensive skills and be able to apply these in a variety of game-based scenarios. Pupils will create and apply tactics in games, adapting them as the game situation changes, to beat the opposition. **Hockey** Pupils will learn to consistently apply effective attacking skills, applying decision making to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively. **Badminton** Pupils will refine their ability to execute certain shots and to think tactically, deciding which shot to play and why in a game situation. Pupils will apply their learning in singles and doubles games.	**Dodgeball** Pupils will refine their understanding of attacking and defending, applying skills and creating tactics during a game. Pupils will take responsibility for officiating and managing their own games. **Football** Pupils will learn to consistently apply effective attacking skills, applying decision making to keep possession and score. Pupils will in turn apply pressure when defending to regain possession effectively. **Outdoor Adventurous Activities (Leadership)** The focus of the learning is for pupils to understand what makes an effective leader. By unpicking the 'STEP' principles, pupils will be able to apply their developing understanding as they lead others. Pupils will be able to identify the different attributes that make an effective leader. **T1 Rugby** The unit of work will introduce pupils to scrums in T1 rugby and develop their understanding of why scrums are awarded and how scrums can be used to maintain possession and create space in attack. Pupils will apply attacking and defending tactics into game situations and work together in their teams to evaluate their tactics.	**Dance** The unit of work will challenge pupils to explore the concepts of Prejudice and Discrimination through movement. By exploring this challenging topic, pupils will work together to demonstrate the emotions that surround prejudices and the impact of acting on this prejudice. Pupils will explore the power of being united when tackling prejudices. **Tennis** Pupils will learn to consistently apply effective shot techniques, applying decision making as to which shot to make and where to aim to score a point. Pupils will create, apply and evaluate tactics in singles and doubles games. **Swimming** Children to have lessons aimed at reaching the requirements of the National Curriculum by the end of Y6. (Swim 25m, Range of Strokes, Water Safety) **Athletics** The unit of work will challenge pupils to apply their knowledge, understanding and skills into a series of competitions. Pupils will experience competition across must the different areas of athletics that they have explored. Pupils will work hard individually to apply the correct technique as well as collaborating in teams. **Rounders** Pupils will learn to consistently apply effective tactics for both batting and fielding. Pupils will utilise their prior knowledge of batting and fielding tactics and consider when, where and why they will apply these during a game.

PSHE	**Being Me in My World** Identifying goals for th e year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequenc es and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	**Celebrating Difference** Perceptions of nor mality Understandi ng disability Power struggles Understa nding bullying Inclusion/exclusion Differences as co nflict, difference as cele bration	**Dreams and Goals** ersonal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognizing achievements Compli ments	**Healthy me** Taking responsibility How substances affect th e body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	**Relationships** Mental health Identifying mental hea lth worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	**Changing Me** Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting transition
	Virtue: Caring Caring for our world – who owns the sky?	**Virtue: Respect** Human Rights	**Virtue: Perseverance** Soldiering on – achieving your potential	**Virtue: Courage** Heroes: knightly virtues	**Virtue: Kindness** What would a kind school look like?	**Virtue: Courage** Heroes: knightly virtues
RE	**Beliefs and Questions** **Focus: How far is belief in the resurrection important to Christians today?** Consider the centrality of the resurrection to Christian belief and what this tells Christians about Jesus	**Community and Identity** **Focus: How and why do Christians try to make the world a better place?** Explore a range of Christians charities and the teachings that underpin them – such as Christian Aid – 'we believe in life before death'; consider whether this is the logical outworking of a faith in Jesus	**Beliefs and Questions** **Focus: What is the significance of Karma and Moksha for a Hindu?** Explore the concepts of Samsara, Karma and Moksha looking at the impact on the life of Hindus. Read the stories that expound this teaching	**Reality and Truth** **Focus: Are scientific and Christians worldview compatible?** Consider the different types of questions that science and religion ask and seek to answer. Look at the different types of evidence that they use as a basis for their answers. Study the lives of some Christian scientists	**Community and Identity** **Focus: What might worshipers gain from going on pilgrimages?** Find out about key pilgrimages in different faiths and the impact they have on the lives of pilgrims.	**Reality and Truth** **Focus: How does a worldview help people decide what is important?** Using the experience of RE so far, explore what influence beliefs of all kinds have on the choices people make. Syllogism: reasoning and false reasoning Bring in The Phillipa Foot and the Trolly problem

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French	**Cycle A** **Pleased to Meet You** Learn to express their emotions Talk about the future, using two different tenses. Discuss career ambitions	**Cycle A** **All About Ourselves** Develop vocabulary for clothes and the body Learn to describe their own appearance Introduction to some key grammatical features of French, such as the position and agreement of adjectives. Develop their conversational skills, learning to talk about emotions and health.	**Cycle A** **That's Tasty** Learn key vocabulary related to food and drink. Learn vocabulary of how to say what drinks they like, what they like to eat for breakfast, fillings for sandwiches, toppings for pizzas, what snacks they like Learn the opening and closing times of shops and know key phrases connected to food.	**Cycle A** **Family and Friends** Extend their conversation abilities. In topic areas such as animals, homes and family. Learn how French adjectives must 'agree' with the noun they describe, in relation to both number and gender. Find out more about possessive adjectives and explain a family network in detail.	**Cycle A** **School Life** Learn vocabulary related to objects, subjects and prepositional language. Learn questions and answers which they would use at school. Learn key phrases connected to school life.	**Cycle A** **Time Travelling** Apply previous skills and knowledge of numbers and dates to talk about key events in French history. Introduction to one of the common past tenses in the French language Learn to give dates of birth

	Cycle B **Let's Visit a French Town** Make simple sentences with habiter (to live) Identify places in a French town or city Recognise ordinal numbers	**Cycle B** **Let's Go Shopping** Learn about shopping experience in France Use prepositional language Learn key phrases for asking the questions needed when going shopping Role play shoppers and shopkeepers	**Cycle B** **This is France** Know how to describe France's neighbours and positions/distances of a variety of cities. Learn the French names for famous French landmarks Know how to describe what people do when they visit Paris.	**Cycle B** **All in a Day** Learn how to tell the time: o'clock, half past, quarter past, quarter to and 5-minute intervals. Learn how to use 24-hour times and the way in which the French represent a.m. and p.m. times. Role pay using an airport arrival and departure boards and a school timetable	**Cycle B** **Our Precious Planet** Learn to identify key environmental challenges in our local area Use target sentence structure to say what challenges there are Say what environmental actions they are going to take Prepare and deliver a short presentation using learned vocabulary	**Cycle B** **More to Explore** Understand the gist of a French story and attempt to work out the meaning of new words Use a range of strategies to learn new words Correctly identify different word types Understand some detail in written and spoken French