




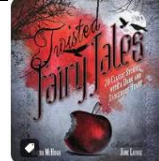
















St Chad's CE School Year 6 Curriculum Overview

'A Future with Hope' Jeremiah 29:11

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
English Focus text	 Focus: Narrative retelling of Selfish giant	 Focus: Flashback Story	 Focus: Journalistic (hybrid) report about Charles Darwin	 Focus: Hybrid text (information, explanation, persuasion)	 Focus: Writing myths and instructions	 Focus: Twisting A traditional tale
Guided reading	 Modern Fiction and Poetry	 History theme: War	 Science theme: Evolution & Inheritance	 Literary Heritage: Stories, Plays and Poems	 Geography: Coasts	 Traditional tales and poetry
Enquiry question	Why has Britain been involved in conflicts over time? 	Why did Britain enter two world wars? 	Is South America the same all over? 	What contrasts can we find in Brazil? 	Why did the Mayan Empire rise and fall? 	Do the Maya still exist today? 
STEAM Outcome	MATHS Can I create and carry out experiments then present my data in a variety of ways?	TECHNOLOGY Can I design and build a structure using my knowledge and understanding of historical periods?	ENGINEERING Can I design and construct a product using my knowledge of the engineering process?	ART Can I create a piece of art based on the geography of a place?	SCIENCE Can I develop an understanding of the world around me?	PERFORMANCE ART Can I explore culture and celebrations from around the world?
Maths	Place value to 10 million Negative Numbers Problem Solving and Reasoning Four Operations Fractions + & -	Fractions Fractions x & ÷ Fractions as Operators Units of Measure	Decimals Percentages Ratio Algebra	Perimeter and area and volume Ratio and Proportion Fractions, decimals and percentages Statistics	Geometry: Properties of Shapes Geometry: Position and direction Problem Solving	Transition problem solving and reasoning

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RE	Does everyone believe in God?	What does it mean to live in a religiously diverse world? How do Christians prepare for Christmas?	How do religions buildings reflect faith?	Is anything eternal? How do Christians celebrate Easter around the world?	Are faith stories important today?	How do people work together for a fairer world? How do the 5K Sikh rules for living relate to other faiths?
Key Christian themes	Extend and deepen pupil's understanding of the Christian beliefs about the nature of God, his character, and his relationship with people	Learn basic facts about how Christianity spread throughout Britain.	Describe how references to Jesus' death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness	Ask questions, and discuss feelings about loss, death and heaven. Develop the children's understanding of Christian hope and the promise of eternal life with God.	Deepen children's understanding of the importance and impact of the contents of the Bible in the lives of Christians.	Define the terms equality, justice and fairness and discuss examples from different world views. Give two examples of how changemakers from different world views are making a fairer world.
Comparing to Sikhi, Humanism and other worldview	Explain how Sikhs believe in all pathways leading to God Explain why Humanists feel that science is a process which allows claims to be tested.	Analyse how religious diversity originated in the UK and give some examples. Identify the origins of religious and nonreligious worldviews around the world and place on a timeline.	Describe what happens in the Gurdwara (e.g., welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect.	Develop pupil's understanding of Muslim, Hindu and Buddhist beliefs about death and life after death. Develop understanding of Humanist beliefs about death.	Describe what happens in the Gurdwara (e.g., welcoming a new baby, Khanda, Langar, Guru Granth Sahib, prayer hall, 4 doors), how the Guru Granth Sahib is treated with respect Describe the founder of Sikhi, Guru Nanak and recall key events in his Life.	Analyse how Sikhs show community and equality in their lives. (e.g., Langar, charity, all people are equal, values, duty) Explain how Humanists and others believe that what we share is greater than that which divides us and how people should be treated equally and compare to other views.
Science	Light How does light travel? 	Electricity How can we represent electricity in diagrams? 	Evolution and inheritance How do scientists know that living things have changed over time? 	Living things and their habitats Is classification of animals helpful? 	Animals Including Humans What affects the health of humans? 	
Scientists	Jo Shien Ng Ibn al-Haytham Isaac Newton	Nikola Tesla M Stanley Whittingham	Charles Darwin Sylvia Earle	Carl Linnaeus Tanisha Williams Joseph Lister	William Harvey Donald Palmer	

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Substantive Knowledge	Know that light travels in straight lines from light sources. We see things when light reflects off objects. Know that shadows are formed when light is blocked. The angle at which light is reflected from a mirror is equal to the angle that the light hits the mirror. Light is made up of the colours of the rainbow	Know the symbols used in electrical convention and how to record electric circuits in diagrams. The brightness of a bulb (or the volume of a buzzer) is associated with the number and voltage of cells used in the circuit. Know how switches can be used in circuits. Use components to make a working device.	Know some examples of animals that we know have evolved because of fossils. Differences between species is called diversity and the difference within species is called variation. Variation leads to natural selection which leads to evolution. Know some ways in which animals have adapted to their environment.	Know the purpose and origins of classification systems. 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. Different plants need different environments. Know the purpose of microorganisms.	Know that the circulatory system pumps blood around the body. Blood is made up of red blood cells, white blood cells, platelets and plasma. Exercise strengthens the heart muscle which improves the heart's ability to pump blood around the body. Know the impact of diet, exercise, drugs and lifestyle on the way our bodies function.
Disciplinary Knowledge	Record findings of investigations into light traveling in straight lines; shadow shapes; angles and light; refraction of light. Use a protractor with increasing accuracy. Repeat tests for more accurate data	Create circuits of increasing complexity. Plan a fair test to answer questions, recognising the variables and controlling these. Show awareness of how to create more reliable data. Make predictions and test their accuracy. Record the outcome of investigations.	Use a range of fossils and/or images of fossils over time and both identify changes and observe changes identified by scientists. Observe closely to identify inherited characteristics in a range of living things. Analyse how different circumstances may lead to natural selection and evolution. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Use classification keys. Record data using classification keys and tables. Set up an experiment and select ways to conduct observations and record results. Present findings from enquiries and secondary source research	Use scientific diagrams and annotations to explain a scientific process. Create a model of blood, keeping proportions accurate. Plan a pattern-seeking experiment to explore the relationship between the types of exercise we can do and heart rate. Explore nutritional guidance and draw conclusions
History	Conflict Through Time Articulate the key events and people involved in significant conflicts, including the Battle of Hastings and the War of	World Wars Articulate the key events and people involved in the start of WW2 and the significance of The Battle of Britain. Develop a secure			Mayan Civilization Identify the main features of the Maya civilisation
					Mayan Civilization Explore the changes to the Maya civilization over time and their place in society today.

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	the Roses. Understand some of the key events of WW1, including how these link to WW2.	understanding of what life was like in the local area and the UK during WW2.				
	<p>Know about the situations which have led to war and conflict over time. has changed over the last 200 years.</p> <p>Know key events from the Battle of Hastings and the War of the Roses.</p> <p>Create a timeline of key events over time.</p> <p>Use primary and secondary sources of evidence to build up a picture of soldiers' experiences in WW1.</p> <p>Make links between the end of WW1 and WW2.</p> <p>Understand which nations were involved in WW2 in Europe and some roles of key countries.</p> <p>Understand the impact of WW2 on life in Britain.</p>				<p>Know who the Mayans were and when they lived.</p> <p>Understand religious beliefs and what life was like in a city.</p> <p>Compare life in Mayan era to previous eras studied.</p> <p>Use primary and secondary sources to make an account of the past.</p>	
History skills	<p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</p> <p>Use dates and terms accurately in describing events.</p> <p>Show chronology knowledge and understanding of local, national and global history. • Use sources of evidence to deduce information about the past.</p> <p>Describe connections, contrasts and trends over short and longer time periods.</p> <p>Consider different viewpoints</p> <p>Use a range of sources to deduce information about the past – show an increasing proficiency in selecting these and be able to comment on their effectiveness</p>					
Geography	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features. Record the results in a range of ways including sketch maps, plans and graphs, and digital technologies</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world maps, atlases, globes and digital/computer mapping.</p>					
	<p>Develop a secure knowledge of European countries are located; using map work and geographical language to describe their locality in the world and the political impact and changes that have occurred.</p> <p>Name and locate the European countries and other areas involved in WWII (linked to history)</p>	<p>Name and locate some of the countries and cities of South America and their identifying human and physical characteristics, including hills, mountains, rivers, climate zones, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of climate zones and Biomes</p> <p>Develop location knowledge of Latitude, Longitude, Equator,</p>			<p>Develop a knowledge of some areas within Mexico and Central America including their landscapes, habitat, and residents; using map work and geographical language to describe their locality making links to the history of the Maya.</p>	

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			northern and southern hemisphere. Create maps which focus on South America concentrating on their environmental regions, key physical and human characteristics and countries.			
Art	Collage Produce a mixed media piece based on the work of Picasso influenced by the Bayeux tapestry	Drawing Using the work of Henry Moore as a starting point, make careful observations and use a range of drawing implements to make sketches of the air raid tunnels	Mixed Media/sculpture Through close observation, sketch the main features of Darwin's finches and other birds. Then use these observations to develop a mixed media piece of art using various techniques including printing and sculpture.		Textiles/Mixed Media Day of the Dead Using the work of Mexican artists as a starting point produce skull work in a variety of media including textiles using a range of stitches.	Drawing/Sculpture Mayan Masks Inspired by historical and modern Mayan masks, create a clay sculpture.
						
DT	Food Technology - Rationing	Structures - Air Raid Shelters	Electrical systems - Steady hand game			
	Explore a range of initial ideas, and make design decisions to develop a final meal based on rationing Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Carry out sensory evaluations of a range of	Carry out research into designs for air raid shelters Develop a simple design specification to guide the development of their ideas for an air raid shelter, taking account of constraints including time, resources and cost. Generate, develop and model innovative ideas, through discussions and annotated sketches Formulate a clear plan, including a step-by-step list	Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams. Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. Select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional game			

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	relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.	of what needs to be done and lists of resources to be used. Select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. Use finishing and decorative techniques suitable for the air raid shelter they are designing and making.	Continually evaluate and modify the working features of their game to match the initial design specification. Test the game to demonstrate its effectiveness for the intended user and purpose.			
PE	Invasion games: Hockey	Health related exercise	Invasion: Basketball	Dance: Carnival	OAA: Orienteering	(Cheshire Cricket CPD)
	Outwit opponents and keep possession of the ball applying effective decision-making Understand different positions and roles in hockey and apply these roles effectively within the game Collaborate and work together in their teams Encourage others even when they make a mistake	Design activities to warm up and cool down Understand the impact of exercise on the body Encourage partners to work through a circuit Try and improve scores when completing circuits	Apply a refined understanding of passing, dribbling and moving to score points against another team Understand why the wrong pass will result in possession being lost Organise and manage the games	Perform with high energy Know what makes an excellent dancer - Make improvements to their own and other pupils' work Work hard to keep improving their performance	Locate points as a pair and return quickly Plan a route correctly Help a partner or another pair who find the task challenging Keep trying even if when not successful	Hit the ball on both sides of their bodies into space away from fielders Change batting approach depending on the game situation Umpire games fairly Confidently score and umpire a game of pairs/mini-cricket game
	Gymnastics: mirroring	Invasion games: football			Net/ Wall: Badminton	Athletics: Throwing & Jumping
	Create a pair matching and mirroring sequence on apparatus Understand the difference between matching and mirroring	Pass, move and shoot accurately and consistently Switch fluidly between attacking and defending as possession changes Officiate games			Hit the shuttlecock over the net to the other side of the court consistently Identify strengths and weaknesses in own performance	Run, jump and/or throw correctly Identify who should compete in an event and explain why Evaluate peers

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	Collaborate effectively with a partner Manage emotions when performing routines	Continue to follow the rules now that the games are competitive			Compete fairly within the games Continue to try and improve own performance	Continue to try hard even when they are challenged
MFL	This is me	Homes and House	Playing Sport	My best day ever	Tapas culture	Let's celebrate
	Personal information Recall extended feelings from Stage 3 of language learning Recall key questions and answers about themselves My personality Learn adjectives to talk about personality My appearance Recall describing eyes and hair colour. This is me! Write a poem all about themselves. My dreams Sing along the 'Rocket song'. Learn job nouns in Spanish	Learn nouns for rooms in a house Learn nouns for furniture in the house Read, say and write descriptive sentences Explore Spanish castles and new nouns associated with castles Play game using new language Follow a story about a castle then write own castle inspired story Revisit personal information Explore prepositions as you answer: Where is the elf?	Sports Join in a P.E warm up in Spanish Look at nouns for sports Look at the verb 'to play' Create extended opinions about sports (including reasons) Describing sports Read and understand information about sports. Write a step-by-step guide to playing a sport	Funfair rides Learn the nouns for rides in Spanish Learn descriptions of rides and apply these appropriately Express opinions of rides and funfairs Daily routine Learn some daily routine phrases Telling the time Learn the structure for telling time in Spanish, focusing on "o'clock" and "half past" My best day ever Understand a description of a day out at the funfair Plan and describe a funfair visit using time and routine phrases	Tapas culture Learn about the culture of going to tapas bars in Spain Learn vocabulary for food and drinks and express opinions about them Create a menu At the tapas bar Learn phrases to politely order food and drink at the tapas bar. Play games to familiarise with roleplay language and phrases Write and perform 'at the tapas bar' conversations	Read All About It! Explore the language of the text Practise reading the text Create and perform a presentation about themselves Mocktail Party Read and understand a mocktail recipe Write their own mocktail recipe instructions Scavenger Hunt Take part in a scavenger hunt Language Puzzle Experience a lesson in another language: French!
Music	Entertainment in Wartime Britain Explore the music that was played and listened to during World War 2, including the swing/big band era and the instruments that were used. Sing a song (Hey Mr Miller) in the style of Glenn Miller/Big Band. Learn to play C Jam Blues on tuned percussion/keyboards and be given the opportunity to improvise. Christmas and Harvest music		Brazilian Carnival music Read and perform basic samba rhythms Maintain a line in a round or cannon Recognise and identify samba instruments Use percussion instruments to perform a steady rhythm Compose using Steve Reich's clapping music		Music Theory - Keyboards Recap the notes of the keyboard. Further understanding of rhythmic notation, by looking at semiquavers, quavers, crotchets, minims and semibreve and their equivalent rests. Play songs within the C to C range using rhythmic notation. Perform as a duet separated into a melody and an accompaniment part (triads) Explore music from 3 different classical periods and compare. Learn about the origins of jazz and play a range of pieces.	

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ICT	Coding Plan a program before coding to anticipate the variables that will be required to achieve the desired effect. Debug when things do not run as expected. Follow flowcharts to create and debug code. Adapt an existing text adventure to make it unique	Online Safety Know about the consequences of promoting inappropriate content online Know about the long term impacts of sharing online. talk about the positives and negative aspects of technology and balance these opposing views.	Blogging Work collaboratively to plan a blog. Create a blog with a specific purpose. Understand that the way in which information is presented has an impact upon the audience. Post comments and blog posts to an existing class blog.	Networks Know the difference between the World Wide Web and the internet. Research and find out about Tim Berners-Lee. Consider some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.	Quizzing Consider the audience's ability level and interests when setting the quiz. Have ideas about what sort of questions are best suited to the different question types. Design a quiz based on one of the example databases. Give and respond to feedback. Collaborate on a Quiz
PSHE	Health and Wellbeing Establishing routines and behaviour expectations and our roles as leaders in school. Recognising that personal choices can affect others locally and globally Knowing about children's universal rights (United Nations Convention on the Rights of the Child) Understanding emotional influences. Learning about stress; what can cause stress and techniques to reduce and cope with feelings of stress and take care of our mental health. Knowing what it means to be emotionally well Understanding how to make choices that	Dreams, Goals and character Recognising their own learning strengths Knowing what their classmates like and admire about them Learning a variety of problems that the world is facing Identifying some ways in which they could work with others to make the world a better place Recognising how courage and commitment can help us work to a common goal through Anna Nzinga Mbande Developing leadership skills through the story of Emmeline Pankhurst Recognising the difference between courage and bravery through Zumbi des Palmares Understanding how curiosity and commitment might help you to learn through Isaac Newton		Relationships and Celebrating Differences Recognising that people can hold power over others individually or in a group Knowing that power can play a part in a bullying or conflict situation Transition work in conjunction with local High Schools.	

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