

Curriculum Overview

Year 6 2022-2023



	Autumn	Spring	Summer
Topic Name	World War 2	Could Mankind become Extinct?	Inspiration vs Perspiration
Science	Light and Sight Changing Circuits	Evolution and Inheritance Our Bodies	Classifying Living Things
Computing	6.2 - We are computational thinkers 6.3 - We are advertisers	6.1 – We are adventure gamers 6.5 – We are travel writers	6.4 – We are network technicians 6.6 – We are publishers
Internet Safety	6.1 - We are online safety ambassadors 6.2 - We will not share inappropriate images	6.3 - We are safe social networkers 6.4 - We are respectful of others	6.5 - We are online safety problem solvers 6.6 - We are safe gaming experts
History	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – World War II</p> <p>Evacuation</p> <p>Who, what, when, where, why?</p> <p>Understanding the impact of evacuation and why evacuation had to happen in Nazi controlled countries.</p> <p>What was the Kindertransport?</p> <p>Nazi Party</p> <p>Who, what, when, where, why?</p> <p>Why did people follow Hitler?</p> <p>Understanding what Kristallnacht (The night of broken glass) was and why it happened? Think of the impact of this from both points of view.</p> <p>The Blitz</p> <p><u>How did people try to keep themselves safe?</u></p> <p>Compare and contrast Coventry and Dresden</p>	<p>Lives of significant individuals – Charles Darwin – controversy of his theory and other theories.</p> <p>Debates about different theories.</p> <p>Writing an explanation of their thoughts.</p>	<p>Lives of significant individuals – Martin Luther King, Ghandi, Anne Frank, Muhammad Ali, Mother Theresa, Rosa Parks, George Floyd (and other more recent events)</p> <p>Debate about removal of colonial figure statues</p>

	<p>Look at Propaganda</p> <p><u>Pearl Harbour</u></p> <p>What made America join the war? Long term and short term causes</p> <p><u>Dday</u></p> <p>Reasons for: What happened? What was the outcome?</p> <p><u>The Home front</u></p> <p>Explore the roles of women in WW2</p> <p>What was dig for victory?</p> <p>How was rationing used?</p> <p>What was the role of the home guard?</p>		
Geography	<p><i>Locate the 7 continents.</i></p> <p><i>Locate the five oceans.</i></p> <p><i>Locate the countries of Europe, including Russia, using a map.</i></p> <p><i>Locate the continents of North and South America.</i></p> <p>Describe and understand some key aspects of human geography:</p> <ul style="list-style-type: none"> • types of settlement and land use • economic activity including trade links • distribution of natural resources including energy, food, minerals and water <p>Use world maps, atlases, globes and</p>	<p><i>Locate the 7 continents.</i></p> <p><i>Locate the five oceans.</i></p> <p><i>Locate the countries of Europe, including Russia, using a map.</i></p> <p><i>Locate the continents of North and South America.</i></p> <p>Locate the world's countries.</p> <p>Identify within these:</p> <ul style="list-style-type: none"> • environmental regions • human and physical characteristics • major cities <p>Describe and compare the similarities and differences in human and physical geography of a</p>	<p><i>Locate the 7 continents.</i></p> <p><i>Locate the five oceans.</i></p> <p><i>Locate the countries of Europe, including Russia, using a map.</i></p> <p><i>Locate the continents of North and South America.</i></p> <p>Describe and understand some key aspects of physical geography:</p> <ul style="list-style-type: none"> • climate zones • biomes and vegetation belts • rivers • mountains • volcanoes and earthquakes • the water cycle

	<p>digital/computer mapping.</p> <p>Name and use the eight points of a compass. Understand and use four and six figure grid references. Understand and use symbols and keys. Observe, measure, record and present human and physical features by creating plans and graphs. Understand digital technologies and use these to create plans and graphs.</p> <p>-Baseline the above 5 skills to check children's prior knowledge. Due to missed learning you may for example need to spend more time on 4 figure grid references before moving to 6.</p> <p>Name the eight compass points (North, North-East, East, South-East, South, South-West, West, North-West)</p> <p>Mapping linked to WW2 Focus on Europe 'Theatre of War' – acknowledge other countries that were impacted by WW2, including the events of Pearl Harbour.</p>	<p><i>region within a country from around the world and a region in North or South America.</i></p> <p>Look at where Darwin travelled, how did the environment affect what he found? How did creatures vary depending on environment?</p>	<p>Identify the position and describe the significance of: <i>latitude, longitude, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night).</i></p> <p><i>Name the 7 continents</i> <i>Name the five oceans</i></p>
Art	<p>Painting</p> <p>Develop own style of drawing Develop perspective in compositions (CAS) Use proportions in portrait and group studies Starting to move from tonal infilling to basic shading technique Develop drawing across a range of media Use colour pencils in a subtle and controlled way Work on a range of surfaces</p>	<p>3D</p> <p>Skills: Model and develop work through a combination of pinch, slab and coil, Work around armatures or over constructed foundations Work on different scales, Work realistically and in the abstract sense, Use pattern and texture to create effects Shape, form and construct</p> <p>Knowledge: To know how to develop cutting and joining skills, e.g. using wire, coils, slabs and</p>	<p>Printing</p> <p>Skills: develop ideas from a range of sources Work a number of different colour overlays, mix colours Demonstrate a range of printing techniques Describe techniques and processes</p> <p>Knowledge: To know how to use the various techniques in printing -mono, block and relief printing</p> <p>Vocab: sources, techniques, Artist: Kit Hiller.</p>

	<p>Skills: Depict moods and atmospheres Work on a range of scales, Use a view finder to focus on small areas Use simple perspective in compositions Use pattern and texture effectively in work, Show awareness of key elements and their link with painting Review work, identify changes and modifications and see how work can be developed further. Experiment with a range of ideas with computer art</p> <p>Knowledge: To know that perspective is viewing objects from different angles. To know that underpainting prepares the surface, giving you something to paint onto.</p> <p>Vocab: modifications, perspective, scale, key elements,</p> <p>Artist: Hockney (computer Art), Pablo Picasso</p>	<p>slips. To know how to create models on a range of scale</p> <p>Vocab: constructed foundations, scale, form, realistically, abstract</p> <p>Artist: Henri Matisse 3D – clay/Modroc over wire armature Endangered animal</p>	<p>Use a number of different stitches creatively to produce different patterns and textures Work 2D or 3D as required, Design and produce a decorated fabric piece</p>
DT	Focus on rationing and different recipes created to suit the rationed items	Trap with trigger (using electric circuit, levers and pulleys) to capture endangered animal for recording	'Box of Inspiration' – what will I take with me from Thorpe to my new school? Design and construct box – chose how to represent aspirations and inspiration to put in box
Music	<p>CHARANGA UNIT: HAPPY</p> <p>IMPROVISE Bronze, Silver and Gold (four) challenges per level using notes D, E & F</p> <p>EXTENDED IMPROVISATION Improvise after the leader (Q & A) on a range of notes</p> <p>COMPOSE Create a 3(5) note set for a range of classroom instruments for the composing task</p> <p>MUSIC EXPRESS UNIT: Y6 GROWTH</p>	<p>CHARANGA UNIT: YOU'VE GOT A FRIEND</p> <p>IMPROVISE Bronze, Silver and Gold (four) challenges per level using notes A, G & E</p> <p>EXTENDED IMPROVISATION: Improvise after the leader (Q & A) on a range of notes</p> <p>COMPOSE create a 3(5) note set for a range of classroom instruments for the composing task</p> <p>MUSIC EXPRESS UNIT: Y6 JOURNEYS</p>	

	MUSICAL FOCUS: STREET DANCE	MUSICAL FOCUS: SONG CYCLE	
PE	Social (Real PE) Getset4PE Basketball Rounders Personal (Real PE) Getset4PE Rounders Gymnastics	Creative (Real PE) Getset4PE Tennis Hockey Physical (Real PE) Getset4PE Hockey Dance	Cognitive (Real PE) Getset4PE Fitness Athletics Health and Fitness (Real PE) Getset4PE Athletics Football
PSHE	Rights Rules and Responsibilities Cit11 RR56 My Emotions MMR15 ME56 Anti-Bullying MMR17 AB56 Break the Mould	Working together Cit9 WT56 Financial Capability EW3 FC56 Sex & Relationships Education HSL24 SR6 Drug Education HSL22 DE56	Managing Risk HSL18 MR56 Safety Context HSL19 SC56 Healthy Lifestyles HSL21 HL56
Learning to learn	Champion Resilience What is 'resilience'?	Champion Organisation Features of organisation	Champion Leadership How to recognise leadership
RE	Faith Timeline & How does the Christian Calendar affect our lives? (1wk) The Church the People – Why is the church important to Christians? What does the Bible mean to Christians? (6wks) Visit Peterborough Cathedral (missed unit from Y4 Su term) Harvest - What can we learn about ourselves at Harvest time? (1wks) Is the Bible a handbook or a story of love? (Link to Humanism and similarities and differences) (3wks) Christmas - Why do you think people started celebrating the birth of Jesus? (link to faith time line and non-faith significance of	Hinduism in Britain – How and why do Hindus worship at home and at the Mandir in Peterborough? Where else do Hindus worship in the world? (6wks) Visit the Mandir - missed precious unit. From Y5 Spr 1 Stories of faith – What can we learn from stories shared by Christians, Jews and Muslims? (4wks) Easter – Is Easter about sacrifice or salvation? (2wks)	Easter – Is Easter about sacrifice or salvation? (1wk) Religions in our community – How can we build a more respectful Peterborough / World? - Reminder of Faith Timeline (remainder of the term) - (Link to Humanism and non-faith viewpoints, if time allows move from the local to the national and international examples of religion and non-faith world views. Explore diversity, similarities and differences within and between religions, humanism and other world views)

	Christmas) (3wks)		
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