

# Year 6 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic title</b>	<b>Hola Mexico</b> 	<b>To Be or Not to Be</b> 	<b>Coast to Coast</b> 	<b>The Blitz</b> 	<b>Darwin's Delights</b> 	<b>Extreme Environments!</b> 
<b>Wow starter</b>	Virtual reality: Trip to Chichen Itza	Drama- performing parts of Macbeth	Make a lighthouse with a working bulb	Forest School- making a rationed meal.	Making fossils	Science investigations linked to adaptation 'blubber glove'.
<b>Visitor/trip</b>	Residential	Trip to Ilkley Moor		Eden Camp		
<b>Reading into writing process</b>	<b>Rain Player</b> <u>Fiction</u> : missing scene, diary, description, posters. <u>Non-fiction</u> : newspaper, balanced argument, analytical essay, instructions. <b>The Maya History in infographics</b> Explanation texts <b>Life Stories: Martin Luther King Jr</b> Newspaper reports, poetry writing, biographies	<b>Macbeth</b> <u>Fiction</u> : spooky story & description. <u>Non-fiction</u> : biography linked to character, formal letter writing, explanation text <b>A Christmas Carol</b> : descriptive writing, diary entries, narrative	<b>Picture book- Way Home</b> <u>Fiction</u> : setting description & short story. <u>Non-fiction</u> : Homelessness information	<b>Billy the Kid</b> <u>Fiction</u> : flash back story. <u>Non-fiction</u> : balanced arguments. <b>My Secret War Diary</b> <u>Fiction</u> : diary entries <u>Non-fiction</u> Newspaper report, persuasive leaflet, balanced argument, letter writing.	<b>The Hobbit</b> <u>Fiction</u> : quest fiction & description. Diary writing <u>Non-fiction</u> : persuasive leaflet	<b>'Survivors' and 'The Man Who Walked Between Two Bridges'</b> : memoirs and fact files <b>Queen of the Falls</b> <u>Fiction</u> : adventure story. <u>Non-fiction</u> : biographies.
<b>Cross-curricular writing</b>	Tourist leaflets. Explanation texts. Descriptive writing about festivals Folk tales linked to The Chocolate Tree.	Recount linked to trip. Own short play script. Explanation linked to Science. Fact files. Persuasive leaflet- theatres. Diary entry- Shakespeare.	Emails/blogs/informal letter. Information Diary entry from residential (style of Diary of a Wimpy Kid).	Diary writing. Formal letters. Biographies. Explanation texts. Persuasive- Women at War. Stories linked to art.	Recount linked to trip. Explanation texts. Balanced argument. Journey of a fossil stories.	Science- fact files. Persuasive leaflets. Science investigations.
<b>Guided reading book</b>	Clockwork or All Wound up by Philip Pullman	Skellig by David Almond	Varjack Paw by SF Said	The Emergency Zoo by Miriam Halahmy	Passages from a range of fiction & non-fiction.	The Polar Bear Explorers Club by Alex Bell.
<b>Class book</b>	Clockwork or All Wound up by Philip Pullman	Skellig by David Almond	Wonder by Raquel J. Palacio.	Fireweed by Jill Paton Walsh	Children's choice	Holes
<b>Maths</b>	Place Value Addition, Subtraction, Multiplication & Division	Decimals Percentages Algebra	Converting units Perimeter, Area & Volume Ratio Consolidation	Fractions Position & direction Consolidation	Properties of shape Problem solving Statistics	Consolidation Investigations
<b>Cross-curricular maths</b>	Measuring heart rate & presenting data.		Data- different types of graphs to record statistics.	Time line- ordering events & discussing impact.		Time & measure for cooking.
<b>Science</b>	<b>Animals including humans</b> Identify & name the main parts of the human circulatory system, & describe the functions of the	<b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number & voltage of	<b>Light</b> Recognise that light appears to travel in straight lines. Use the idea that light travels	<b>Light (b)</b> Explain that we see things because light travels from light sources to our eyes or	<b>Evolution &amp; inheritance</b> Recognise that living things have changed over time & that fossils provide	<b>Living things &amp; their habitats</b> Describe how living things are classified into broad groups according to common

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	<p>heart, blood vessels &amp; blood. Recognise the impact of diet, exercise, drugs &amp; lifestyle on the way their bodies function. Describe the ways in which nutrients &amp; water are transported within animals, including humans.</p>	<p>cells used in the circuit. Compare &amp; give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers &amp; the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram</p>	<p>in straight lines to explain that objects are seen because they give out or reflect light into the eye.</p>	<p>from light sources to objects &amp; then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>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 &amp; are not identical to their parents. Identify how animals &amp; plants are adapted to suit their environment in different ways &amp; that adaptation may lead to evolution.</p>	<p>observable characteristics &amp; based on similarities &amp; differences, including micro-organisms, plants &amp; animals. Give reasons for classifying plants &amp; animals based on specific characteristics.</p>
<b>Geography</b>	<p><b>Locational knowledge &amp; place knowledge.</b> Compare Mexico with the England including climate, population and landscapes. Identify the climates of The Tropic of Cancer. Identify the position of the equator</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America.</p> <p><b>Human &amp; Physical Geography</b> Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, and other landscapes.</p>	<p><b>Locational knowledge</b> Name and locate counties and cities of the United Kingdom some countries and capital cities of Europe.</p> <p><b>Geographical skills &amp; fieldwork</b> Use fieldwork to observe, measure, record and present the human and physical features using sketch maps as a method (Y6 big walk to Ilkley Moor)</p>	<p><b>Human &amp; Physical Geography</b> Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water discussing key areas of the British coast lines that support economic trade.</p> <p>Describe and understand key aspects of the water cycle.</p> <p><b>Geographical skills &amp; fieldwork</b> Use Ordnance Survey maps to identify a range of physical and human features which surround the coastal landscape.</p> <p><b>Locational Knowledge</b> Name and locate UK geographical regions and their identifying human and physical characteristics, key topographical features (including coasts), and land-use</p>	<p><b>Locational knowledge</b> 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 – link to allies and axis</p> <p><b>Human &amp; Physical geography</b> Describe and understand key aspects of human geography, such as economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water during WW2.</p>	<p><b>Geographical skills &amp; fieldwork</b> Use a range of maps, globes &amp; atlases to describe the features of a place.</p> <p><b>Human &amp; Physical Geography</b> Describe and understand key aspects of physical geography, including: biomes, vegetation belts and climate zone linked to Galapagos islands.</p>	<p><b>Locational knowledge &amp; human &amp; physical geography</b> Identify the position and significance of the Arctic and Antarctic Circle, of latitude, longitude, the Prime/Greenwich Meridian and time zones. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts..</p> <p><b>Geographical skills &amp; fieldwork</b> Use a range of maps, globes &amp; atlases to describe the features of a place.</p>

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			patterns; and understand how some of these aspects have changed over time. <b>Geographical skills &amp; fieldwork</b> Use Ordnance survey maps			
<b>History</b>	Ancient Maya Civilisation. Compare ancient beliefs with those of today, explore & discover what life was like of a Mayan & learn about the significant historical buildings & sculptures of these times.	Identify how people's lives have shaped this nation (Shakespeare and Queen Elizabeth I). Study an aspect of British history that extends pupils' chronological knowledge beyond 1066 by identifying the changing power of monarchs. Recognise The Golden Age as a significant turning point in British history. Use range of sources of information to gain historical perspective.	How have coastlines changed? Why have they changed? Historical events such as 2011 tsunami.	Recognise a significant turning point in Britain- WWII.		Who was Robert Falcon Scott? Why is he remembered? What impact has his achievements made? History of famous exhibitions.
<b>Art</b>			Coastal sketches- look at Claude Monet	<b>Henry Moore</b> study- use charcoal & sketching. Propaganda posters.		
<b>D &amp; T</b>	Mexican 'Day of the Dead'/'Dia de los Muertos'. Design, make & evaluate a 3D skull.	Replica model of The Globe Theatre			Fossil making.	Design a healthy meal that is high in energy.
<b>Computing</b>	Coding and e-safety	Spreadsheets and e-safety	Blogging and e-safety	Text adventures and e-safety	Networks and e-safety	Quizzing and e-safety
<b>P.E</b>	Y6 P.E scheme but with a link to Mexican dances & festivals.	Y6 P.E scheme	Y6 P.E scheme	Y6 P.E scheme	Y6 P.E scheme	Y6 P.E scheme
<b>Music</b>	<b>Pop/motown</b> - Listen and appraise, play instruments, improvise and perform.	<b>Jazz part 2</b> - Listen and appraise, play instruments, improvise and perform.	<b>Western classical music, Gospel, Bhangra</b> - Listen and appraise, perform and play instruments reading notations.	<b>Focus TBC</b> - Singing, composing, playing instruments and playing as part of an ensemble.	<b>The music of Carole King</b> - Singing, composing, playing instruments and playing as part of an ensemble.	Focus on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.