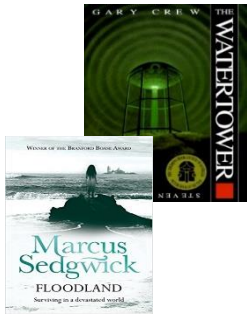
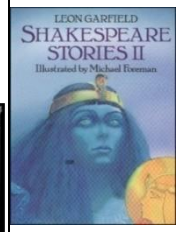
Curriculum Overview: Year 6

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**WW2: The Home Front** **Driver subjects: Art, Geography, ICT, Citizenship**	**To Be or Not to Be?** **Driver subjects: History, Citizenship**	**The Ancient Greeks** **Driver subjects: History, Geography, Art, PE, Science**	**Evolution** **Driver subjects: Science, Art**	**Wonder!** **Driver subjects: PSHE, Citizenship, Philosophy**	**Water: Friend or foe** **Driver subjects: Science, Geography, DT**
Topic: overview	In this topic, children will identify the main reasons for the start of World War II and explore children's experiences of war through the novel 'The Boy in the Striped Pyjamas', a book by John Boyne, told from the point of view of nine-year-old Bruno, the German son of a Nazi soldier, who moves with his family form Berlin to Poland. When he arrives, it turns out that the new house is just a stone's throw away from the Auschwitz concentration camp. We will emphasise with Bruno and write a letters from Bruno's point to view) to his grandma, expressing his frustrations. We will further discuss what austerity is and effects of post war Britain including introduction of welfare state, housing, rationing, evacuation and with a main focus onmigration (Windrush). Here children will write newspaper reports announcing the arrival of the first wave of migrants, who docked at Tiblbury in 1948. In Destinaion Reader , children wil read Floella Bejamin's version of 'Coming to	In this topic we will: Read a range of Shakespeare plays, including Macbeth, A Midsummer Night's Dream and Othello. Children will develop their writing skills through a modern-day retelling of a selected play, following research of the historical context and language of the original. Children will learn about what it was like to attend the Globe Theatre in Elizabethan England and make a historical diary e.g. The Time Traveller's Guide to Elizabethan England.	Our topic will have a History focus, the study of an ancient civiliazation - Ancient Greece. Here, children, through philosophy, we will learn how democracy worked in Ancient Greece; they will debate and define the political rights of citizens, slaves and women in Sparta and Athens; and explore and interpret Greek pottery, which will futher their understanding of the dfference between the two main cities.Chn will be given an opportunity design andscupture their own Greek Vases or bust depicting their understanding Greek philopsopers. Chn will also explore various Greek myths including: Theseus and the Minotaur, Icarus and Deculus, and /or The Twelve Labours of Hercules, where they will apply their knowledge of past progressive tense and dialogue to advance action in a story, to plan, write, edit and publish our own Greek Myths.	In this topic we will: research Charles Darwin and his work on Evolution / Discover that this variation can help survival of species & that Darwin described this as his theory of evolution by natural selection. Compare his ideas with some creation stories & how there is still controversy about conflicts with the Bible version. Based on the novel 'Beetle boy', we follow the journey of young boy, Darkus, who discovers that beetle are amazing creature that are under threat from extermination from a mad scientist. Children use this as a scaffold as they create their own creature and an accompanying guide for how to look after it.	In this topic we will: Explore the character of August in the book 'Wonder!' and begin to develop an understanding of his condition and how it impacts on his relationships with others. Children will write a biography of August. We will use our core text as a stimulus for PSHE, exploring feelings/valuing and understanding difference. **Ouster**	Throughout this topic, we will be developing our Geographical skills to use maps and atlases to discover Australia - the setting of narrative text "The Water Tower", where children will plan, write and edit our own narratives based on the watertower—exploring plot structure. Our Geographical study will be further enhanced thought our study of Rivers (A water body). Children will have the opportunity to show their knowledge, skills and understanding, through the study of the theme on Water, and its effects on landscapes and people, (including the physical features of rivers), as well as study an environmental issue, caused by change in environment (river erosion), and attempts to manage the environment sustainably (Water Aid). This will be closely linked to our Science topic on micrcobes, particulary those that live in water. Because of this, children will have a firm and sound understanding that will enable them to write a

	England' and from this they will be followed by free-verse poety writing based on the Windrush.					balanced argument on Water: friend or foe or on Microbes: friend or foe.
Home learning Projects	During the war, several types of planes were in the battle against the Germans. What kind of engines did they have? How long could they remain in the air? What did the signs or messges on the outside of the plain signify? Your task is to design, create and make a 3D world war 2 fighter plane. Remember be creative!		The Ancient Greeks are best known for their mythical beast or mighty heros. Most of them had powers from a higher god or goddess; some were the sons or daughters of mighty gods who had power over the air, water or the underworld. Your task is to create a beast or a hero. What powers would you give them? Are they connected to any super god? Are they a hybrid of two creatures? Get creative!	Create your own dinosaur. What features would it have?		In many parts of the world water is scarce and some have to travel miles and miles to find a clean source of water. Today you will be an engineer and your task is to design a water carrier which would make it easier for people to carry water over long distances. What materials would you use?
Educational Visit	**Jewish Museum:** *Kinder transport and evacuation*	***Globe Theatre*** *Workshop*	***British Museum:*** *Ancient Greece* ***Cadogan Hall, Chelsea: Classical Road show****-The Battle of Britain*	***Natural History Museum/*** *Darwin centre tbc*	***Old Kent Road Fire Station- Junior Citizen***	***Deptford Creek: Science****: investigate rivers as a habitat/* ***Geography:*** *features of a river* *Enrichment: Year 6 performance*
Writing Outcomes	**Writing Outcomes:** **Diary Entry/Letter writing**: write a diary/letter from Bruno's point of view **Poetry**: Free verse poetry on migration and Windrush **Newspaper Article:** News article on the Windrush and post war Britain **Stories with a flash back/Film narrative:** based on the short video extract of	**Writing outcome** ***Explanation Text:*** Study the differences between Shakaespeare work till the time be became the bard of Worichshire. Include his influence on the reasons behind building the Globe theatre, then based on this information, write a explanation text that depict the importance of the Globe theatre during the shakespearian era. ***Performance poetry:*** Children to continue to build	**Writing Outcomes:** **Balance Argument:** write a balanced argument between Sparta and Athens **Explanation:** functions of the heart/Hercules penthlon. **Myths and Legends:** recount /retell any Greek myth including Theseus and the Minotaur or others using their knowledge of past progressive tense and dialogue to advance action within their narratives	**Writing Outcomes:** **Autobiography and Biographical**: write a Biography of Charles Darwin **Reports**: write a non-chronological report on a dinosaur **Newpaper Report**: Write a news article based on Mary Anning and her first sighting of dinorsour remains/bones	**Writing Outcomes** ***Formal letter****:* letter of complaint from a parent's point of view (Wonder) ***Diary account****:* Write a diary account from the character's point of view ***Film review:*** Wonder- Compare the structure and features of a story and a film: Identify the different contributions of music, words and images in short extracts from TV programmes or film	**Writing Outcomes:** **Narrative:** Using ' The Water Tower' as a model, chn will Write own mystery and horror stories, with a main focus on the overall structure and writers choice of language **Explanation:** Functions of the heart **Balance Argument:** Water – friend or foe?

	'The Piano' children could identify the different contributions of music, words and images in short extracts from TV programmes or film.	on speaking and listening skills using role play to retell a story. They must focus on expression, body language and tone of voice to engage the audience and reflect on their success criteria and evaluation from performance poetry to help them do this. ***Newpaper reports:*** Children will write a newspaper report based on the banquet from Macbeth.			***Recount:*** Retell of Spider and the Fly ***Newspaper Report***: Account of the missing person (Spider and the Fly) ***Persuasive writing:*** *Write a persuasive account on the Spider hotel*	
Core /Suggested Text	*CORE TEXTS:*  *'The Boy in the Striped Pyjamas' by John Boyne* *'Coming to England' by Floella Benjamin* *'Rose Blenche'by Roberto Innocenti*	*CORE TEXTS:*  *'The Watertower' by Gary Crew* *'Floodland' by Marcus Seddwick*	*CORE TEXTS:*  *'The Orchard Book of Greek Myths' by Geraldine McCaughrean* *'Halo' by Zizou Corder*	*CORE TEXTS:*  *'Beetle Boy' by M G Leonard/* *'One Beetle too many' Candlewick Biographies*	*CORE TEXTS:*  *'Wonder!' by R J Palacio* *'Spider and the Fly' by Mary Howitt and illustrated by Tony Diterliszzi*	*CORE TEXTS:*  *'Shakespeare Stories I & II' by Leon Garfiel*
Maths	**Number: Place Value** Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above. **Number- addition subtraction, multiplication + division** Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why. Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication. Divide numbers up to 4 digits by a 2-digit whole number using the formal written method of long division, and interpret remainders		**Number: Decimals** Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 decimal places. Multiply one-digit numbers with up to 2 decimal places by whole numbers. Use written division methods in cases where the answer has up to 2 decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy. **Number: Percentages** Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.		**Geometry: Properties of Shapes** Draw 2-D shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **Problem Solving** **Statistics** Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius. Interpret and construct pie charts and line graphs and use these to solve problems. Calculate the mean as an average.	

	as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a 2-digit number using the formal written method of short division, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine in the context of a problem, an appropriate degree of accuracy. **Fractions** Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Generate and describe linear number sequences (with fractions) Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $14 \times 12 = 18$] Divide proper fractions by whole numbers [for example $13 \div 2 = 16$] Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example 38] Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. **Geometry- Position and Direction** Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.		Recall and use equivalences between simple fractions, decimals and percentages including in different contexts. **Number: Algebra** Use simple formulae Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables. **Measurement Converting Units** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3dp. Convert between miles and kilometres. **Measurement: Perimeter, Area and Volume** Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cm3, m3 and extending to other units (mm3, km3) **Number: Ratio** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.		**Investigation**	
	<u>Light</u> Recognise that light appears to travel in straight lines/ 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 Explain that we see things because light travels from light sources to our eyes or from light sources to objects and 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.	**<u>Living things and their habitats</u>** 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 Give reasons for classifying plants and animals based on specific characteristics/ Know that broad groupings, such as micro-organisms, plants and animals can be subdivided. We will research microorganisms, including	**<u>Animals, including humans</u>** Identify and name the main parts of the human circulatory system/ Describe the functions of the heart, blood vessels and blood 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, including humans/ Explore and answer questions that help them to understand how the circulatory system enables the body to function/ Learn how to keep	**<u>Evolution and inheritance</u>** 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	**<u>Electricity</u>** 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, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram. **Construct simple series circuits, to help them to answer questions about**	**<u>Working Scientifically (consolidation</u>)** Recognise the impact of diet, exercise, drugs and lifestyle on body function (Sir Walter Raleigh and the introduction of tobacco) Harmful effects of micro-organisms

	Explore the way that light behaves, including light sources, reflection and shadows **Talk about what happens and make predictions** **Decide where to place rear-view mirrors on cars; Design and make a periscope and using the idea that light appears to travel in straight lines to explain how it works/ Investigate the relationship between light sources, objects and shadows by using shadow puppets/ Extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters**	fungi, virus and bacteria and use our knowledge and expertise to create a non-chronological text about microorganisms and the spread of infection. **Classify - through direct observations - animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals)/ Discuss reasons why living things are placed in one group and not another/ Find out about the significance of the work of scientists such as Carl Linnaeus/ Use classification systems and keys to identify some animals and plants in the immediate environment/ Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system**	their bodies healthy and how their bodies might be damaged – by some drugs and other harmful substances. **Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health**	Find out more about how living things on earth have changed over time Learn that characteristics are passed from parents to their offspring/ Appreciate that variation in offspring over time can make animals more or less able to survive in particular environments/ Find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. **Observe and raise questions about local animals and how they are adapted to their environment/ Compare how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels/ Analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, etc.**	**what happens when they try different components, for example, switches, bulbs, buzzers and motors/ Represent a simple circuit in a diagram using recognised symbols/ Learn mainly about series circuits instead of parallel circuits/ Take the necessary precautions for working safely with electricity/ Systematically identify the effect of changing one component at a time in a circuit/ Design and make a set of traffic lights, a burglar alarm or some other useful circuit**]	
Learning Across the Curriculum (Foundation Subject Links)	**<u>History:</u>** Identify the main reasons for the start of World War II; Research Axis and Allied countries during the war and explore children's experiences of warWe will use map of the world to show the axis and allied countries and which countries were occupied by Germany. We will further discuss what austerity is and effects of post war Britain including introduction of welfare state, housing,	**<u>Geography</u>** In this init, the pupils have to use an atlas or an online mapping software like Google Earth to identify major rivers in Australia, where the text 'Watertower' is set, and the World on the map. The pupils will develop their locational knowledge of rivers showing and labelling the three courses of a riverflow. They will use their knowledge, skills and understanding through the study of the theme on	**<u>History:</u>** Children will explore and understand trading in the Ancient Greek world. Through philosophy, they will learn about how democracy worked in Ancient Greece; debate and define the political rights of citizens, slaves and women in Sparta and Athens. They will further explore about the way people lived in the ancient Greek empire. They use a range of archaeological and written sources, select and	**<u>History:</u>** In this unit, children will learn about aspects of recent history through the study of the life of Charles Darwin as an example of someone who made a significant impact evolution and made a significant contribution to the history of Britain. Children will develop their historical understanding of the Darwinian period, changes both within and across this period, and apply their skills of historical enquiry to	**<u>Citizenship:</u>** In this topic we will children will research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people. They will discuss why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different. Through the exploration of the book	In this topic we will: Read a range of Shakespeare plays, including Macbeth, A Midsummer Night's Dream and Othello. Children will develop their writing skills through a modern-day retelling of a selected play, following research of the historical context and language of the original. Children will learn about what it was like to attend the Globe Theatre in Elizabethan England and make a historical diary e.g. The Time

	rationing, evacuation and migration (Windrush) **Geography:** We will use map of the world to show the axis and allied countries and which countries were occupied by Germany. **Art :** They produce a mixed-media work, combining drawing, painting, collage and print-making techniques. They learn about artists, craftspeople and designers who communicate their ideas through signs and symbols. They will further investigate the work of an artist (Henry Moore), who have used the theme of sketching using pencil and chalk in a variety of ways to convery ideas and feelings. They will develop the skill of observationand recording, and knowledged and understanding of colour, tone and compositions and how this might be applied to the study of Blitz art.	Water, and its effects on landscapes and people, (including the physical features of rivers), as well as study an environmental issue, caused by change in environment (river erosion), and attempts to manage the environment sustainably (Water Aid) They will recap on the components of the water cycle; how rivers erode, transport and deposit materials to produce particular landscape features; and the characteristics of a river system in another part of the world. **D&T:** Use research and develop design criteria to inform the design of innovative, functional, water Tower/models of the main structure of a river. They will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	record information and interpret the past in different ways. They use their own experience, particularly of being at school, as a springboard to find out about the influence that the ancient Greeks continue to have on our lives. Children use a wide range of sources, including archaeology, to find out about the ancient Greeks and compare a past society with society today **Geography:** Children will use atlas or an online mapping software like Google Earth to identify longest rivers in the World on the map. Children will also study the physical geography by comparing the climate and the terrain of the different city states of Ancient and morden Greece. They will discuss where the different climatic conditions had any influence onnature and growth of the different city states including Sparta and Athens and through atlas work, introduce the idea of climatic zones. **D&T:** • we will design, plan and make Greek pottery. • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	research Charles Darwin and his work on Evolution, how this variation helped survival of species & that Darwin described this as his theory of evolution by natural selection. They will further compare his ideas with some creation stories & how there is still controversy about conflicts with the Bible version. **Geography:** Children will Identify and describe, and locate using atlas and maps the places and location visited by Darwin in his persuit to prove the theory of natural selections. They will use their knowledge and understanding of physical and human features to explain why theses places are the most suitable environment to cater for these animals. Identify how and why places change Describe how & why places are different Recognise how places fit and are interdependent	'Wonder', they will have a better understand of the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities and that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. The will find explore the how resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices **D&T:** children will understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors.	Traveller's Guide to Elizabethan England.

	Project: Design, create and make a war plane	***Project***	***Project:*** Children will study the Ancient Greek building and how it has an influence on the structure and building material used in modern world. They will be model of such buiding including the Panthenon and other such temples	***Project:*** Create your own dinosaur. What features would it have?	***Project: SAT's*** *Children will be preparing for the SAT's exam in May*	***Project:*** ***Project:*** Design your own microbe Homework: Design a water carrier ***End of Year Production***
RE **How important are the similarities and differences between and within religions?**	Similarities and differences between religions	Religious leaders	Design a celebration	Easter	Beliefs about life after death	Art in Christianity
PE	*PE: Invasion games*	*PE: Gymnastics*	*PE: Dance*	*PE: Net and Wall Games*	*PE: Striking and Fielding*	*Athletics*
PSHE	***Healthy minds and healthy bodies*** Setting personal goals Developing positive self-confidence Respecting yourself and respecting others including those of a different gender, race, religion etc.	***Anti-bullying*** ***Positive Friendships*** Being in control of one's own choices and making positive decisions Rights and responsibilities within our communities Understanding the consequences of bullying E-safety: cyberbullying and grooming	***Safety*** Drug Education Staying safe Resisting temptation	***Managing Change*** Coping with conflict Managing strong feelings including disappointment	***Living and Growing*** ***Staying Safe*** Puberty and reproduction Transition: managing change Drugs Education: understanding the dangers of drugs Staying safe online: being share aware	***Relationships*** ***Managing Change and Loss*** Rights, responsibilities and respect in relationships Building good relationships Coping with change and loss Coping with transition Asking for help
SRE	Puberty and reproduction (Year 5 recap)	*NA*	*NA*	*NA*	*NA*	Relationships and reproduction Conception and Pregnancy Being a parent HIV Transmission and AIDS Year 6 Drop Ins- *scheduled dates*

Music	**Musical Journey round the World** *Investigate the music of Caribbean, South America, Africa, and Japan.* *S4-7 UI11-16 A9-10,12-14 I8-15*	*NA*	*NA* ***Notate the pitch 3*** *Exploring major and minor motifs for mythical characters (Greek Gods).* *Theme?* *P9-14 R11-12 A8, 13-14 IR7-16*	*NA*	*NA*	End of Year Production
French	*French: Greetings, Numbers, Introducing ourselves and Classroom instructions*	*French: Colours, Days of the week and Months of the year*	*French: Weather, Describing simple objects and expressing likes and dislikes*	*French: Following and giving simple instructions, expressing;thanks/opinions and describing people*	*French: Animals, Clothes and Parts of the Body*	*French: Family, Food and drink and Leisure and Holidays*