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| Year 6 – Curriculum Overview 1:2 |
| Subject  | Autumn 1Yes Minister | Autumn 2 Communities and cultures Dudley and Beyond | Spring 1Natural Disaster | Spring 2Wild Water | Summer 1Fiver Challenge | Summer 2Rule Britannia |
| Vocabulary  | Bill, Law, House of Commons, Speaker, House of Lords, Parliament, Government, Prime Minister, Political Party, Ministers, MP, 10 Downing Street, Vote, Motion, Democracy, Polling, London, Thames, Big Ben, Westminster, Security,  | Birmingham, Wolverhampton, Dudley. Networks, Worcester, Green Belt Land, Motorway, Transport, Religions, Mosque, Hindu Temple, Yemeni. Gurdwara, Cathedral, Divali, Community centres, Reggae, Wolves, Albion, Aston Villa, Birmingham City, Wider Families, Immigration, Airport.  | Volcano, Earthquakes, Hurricane, Tornado, Landslide, Avalanche, Pompeii. Mount Etna, Aid Workers, Survivor, Displacement, Rescue, Mountain, Eruption. Tectonic Plates, Lava, Earths Core, Crust, Layers, Gases, Disaster,  | Flood, Cycle, Rain, Cloud, Rapids, River, Danger, Lake, Ocean, Risk, Safety, RNLI, Lifeboat, Buoyancy aid, Fish, Disease, Erosion, Waterfall, Meandering, Valley, Niagara Falls, Victoria Falls, Settlements, Nile, Bridges, Amazon, Sienne, Mississippi, Danube, Zambezi, Ganges, .  | Money, Budget, Profit, Profitable, Loss, Advertising, Business Plan, Strategy, Team, Merchandise. Banking, Stock, Enterprise, Service, Finance, Product, Sales Pitch, Logo, Brand, Customer, Bank, Loan, Donation, Bankruptcy | Viking, Longboat, Longhouse, Anglo-Saxons, Raid, Sailor, Warrior, Battle of Hastings, Setllement, Lindisfarne, Alphabet, 1066, Bayeux Tapestry, Danegald, King Alfred,  |
| Science | **Electricity** * 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
 | **Light*** 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
 | **Living things and their habitats** * 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
 | **Animals, including humans** * Identify and name the main parts of the human circulatory system, and 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
 |  **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.
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| History | * Use dates and vocabulary relating to time, including ancient, modern, BC, AD, century and decade
* When finding answers to historical questions, they begin to use information as evidence to test hypothesis
* They begin to produce structured work, making appropriate use of dates and terms
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* Describe and make links between events, people and some features of past societies and periods in the context of their developing chronological framework
* Pupils show their knowledge and understanding of local, national and international history
* To select and deploy information and make appropriate use of historical terminology to support and structure their work
 | * Describe and make links between events, people and some features of past societies and periods in the context of their developing chronological framework (Y6)
* Begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes
* Recall, select and organise historical information to produce structured work
* They suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others
 | * A study of a theme in British history (beyond 1066 i.e the Victorians and industrialisation or the Battle of Britain)
* Theme in British history – crime and punishment- Was there an age when it was easier to be a criminal?
* The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
* Make use of dates and terms
* The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
* Use dates and historical vocabulary to describe periods studied
* Evaluate sources to establish evidence for particular enquiries
* They investigate historical problems and issues and begin to ask their own questions
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| Geography  | * Increasing depth of knowledge of the UK and wider world (Y6) 
* Describe and explain changes to places and how they might change in the future (Y6) 
* Suggest plausible conclusions from their investigations (Y6)
 | * Carry out geographical investigations and use a variety of methods to record and present their information
* Interpret OS maps using grid reference and scale
 | * Locate the geographical zones of the world and understand their significance. (including latitude and longitude, Equator, Northern hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (day and night) (Y5/6)
* Human geography- population and urbanisation, the use of natural resources (Y6) 
 | * Evaluate sources of information for their relevance and usefulness (Y6) 
* Describe and explain changes to places and how they might change in the future (Y6) 
* Suggest plausible conclusions from their investigations (Y6)
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| ICT | **IT-Video makers*** Planning a video
* Gathering Footage
* Put movie together
* Editing
* Adding music
 | **IT - databases*** Gathering Information
* Create a database
* Navigate and search

Quizzing Unit 6.7 (Purple mash) | **Computer Science** * Design and write a more complex program
* Introduce a function
* Vocab Review
* Use of Various buttons

Coding Unit 6.1 (Purple mash) | **Computer Science** * Understand a text adventure
* Make a story-based text adventure
* Map an existing text adventure
* Code a text adventure
* Evaluate a text adventure
* Coding Unit 6.5 (Purple mash)
 | **Using the Internet*** Understand LAN and WAN
* How we access Internet
* Research about the age of the internet
* Future for the Internet/Technology

Networks Unit 6.6 (Purple mash) | **Digital Literacy – Let’s Communicate** * E-safety
* Blogging

Online Safety Unit 6.2 (Purple mash) |
| Music  | * Explore music from the classical era: musical styles and features; find out who were the great composers
* Identify musical notes crotchets, quavers, minim, dotted crotchet,
* Begin to use ‘sharp’ (#) notes
* -Listen to music from a range of genres
* Use correct musical vocabulary to describe music
* Identify music in the Motown genre.
 | * Compose own lyrics and melodies for songs Use notation skills to play tuned instruments
* Understand the presence of ‘rests’ in music and recognise the notation
* Pause play/vocals for ‘rests’ in music
* Comment on pieces of music using correct terminology
* Explain clearly the difference between pulse and rhythm.
* Identify Jazz style music and it’s features.
* Know the historical and cultural origins of jazz music
 | * Describe the effect of all musical elements in pieces of music they listen to.

-Identify music from the gospel genre-Recognise bhangra music-Compare and contrast genres using musical terminology-Sing in an ensemble showing control of pitch and clear diction-Show an understanding of lyrics and their importance-Understand the workings of a choir and how parts fit together-Maintain a singing part in a small group. | -Listen to music by significant female artists-Identify different musical genres-Understand different roles of women in music; song writers, composers, singers, musicians, engineers-Talk about pieces of music using musical terminology accurately.-Identify instruments played in pieces of music.-Sing songs with accurate pitch-Identify the pulse and rhythms-Improvise accompaniments using suitable notes.-Create notations of accompaniments to support repeated performance. | -Add a tuned accompaniment to a song-Perform accompaniment in ensemble or solo-Play with correct techniques-Sing with appropriate vocal range and accurate tuning-Understand the importance of lyrics in story-telling-Identify the use of harmony/backing vocals-Identify the vocal hooks, solos and musical riffs in pieces of music.-Identify the parts played by different instruments in songs-Improvise within the appropriate set of musical notes. | -Recognise classical music-Understand how they can identify the age of a piece of music-Name specific composers and musical artists from the years’ learning-Use appropriate instrument and notes to compose own music-Create own rhythms-Cobine rhythms and tuned instruments collaboratively-Prepare a performance with songs. |
| PE | Games - Football/Rubyy  | Gym/Dance  | Health Related Fitness  | Games -  | Team Games – Striking and Fielding  | Athletics Show control, consistency and stamina when running, jumping or throwingAdapt skills and techniques to different challenges.Show ability to pace themselvesKnow how to organise and judge athletic eventsCompare their athletic performances over time and take lead in planning to improve their performance.  |
| Art/DT  | DT (Making a Guy)-Understand why materials are chosen-Indicate design features of their guy that will appeal-Share and clarify ideas through discussion-Explain their choice of materials and aesthetic qualities-Produce step-by-step plans as a guide to making-Accurately measure, mark out, cut and assemble materials and components.-Consider the views of others to improve their work.-That a 3D textile product can be made from a combination of fabrics.-Evaluate how well products meet their users’ needs | Art (Mosaic/Collage - Andrew Logan)-Can shape, form and model with confidence and care-Can work directly from observation and design ideas-Can use a variety of mixed media and varied collage materials-Can use joining techniques-Can work collaboratively taking into account the ideas of others-Can create ideas in a sketchbooks.-Can look at and talk about the work of local artists. | Art (Figure drawing technique)- Can use a range of drawing media (pencil (including different grades of pencil), ink, biro, pastel, charcoal etc.)- Can draw the layout of the figure in motion- Can select different techniques for different purposes: shading, smudging, cross-hatching- Can consider scale and proportion in compositions i.e. figures and faces-Can add tonal detail to show contrast and shadows. | DT (Bridge Making)-Explain how particular parts of their product work.-Develop a simple design specification-Use annotated sketches, cross-sections and exploded diagrams to demonstrate their ideas-Make deisng decisions that take into account availability of resources.-Select materials and components suitable for the task-Follow appropriate safety procedures-Accurately mark, cut, join, assemble and combine materials and components.-Demonstrate resourcefulness what tackling problems. | Art (Poster/Advert Design)- Record, collect and store visual information using digital cameras, video recorders -Present recorded visual images using software e.g. Photostory, PowerPoint - Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.-Can adapt and improve their own work to realise their intentions.-Can evaluate the effectiveness of their work and that of others.-Critically evaluate the quality of their design and construction.-Use the correct vocabulary for the activity they are undertaking in context.-Explore how to reinforce materials to improve strength.-About architects and engineers who designed landmark bridges. | DT (Boat design)- indicate the design features of their products that will appeal to intended users- develop a simple design specification to guide their thinking- select materials and components suitable for the task- accurately measure, mark out, cut and shape materials and components- accurately assemble, join and combine materials and components- how to use learning from science and maths to help design and make products that work- critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make |
| RE | 31. What is your creed? Explore the idea of a personal creed. A small set of fundamental beliefs which guide one’s life. Examples of creeds, eg. John Maysfield’s creed, the Olympic creed, 1 Cor 15:3-4, the Apostle’s creed. What is your creed? Why?  | 32. Why is the Qur’an called Holy? Revisit the story of Muhammad’s Night of Power. The belief that Muhammad was a receiver of divine revelation. Muhammad as the last in line of a long chain of prophets. Humankind’s history of forgetting God. How Muslims revere the book.  | 33. Why do Jews celebrate the Sabbath? Revisit earlier work on Judaism. The Sabbath as a break from surviving to celebrating life. Embracing life in food, song, dance and drink. The story of the fox and the grapes. How the Sabbath is celebrated. Why do Jews celebrate the Sabbath?  | 34. Do we have a soul? How can life be explained? How are living things different from, or are they the same as lifeless physical matter like clay, stone and rock? Do we have a non-physical extra – a soul which explains life? The creation of Adam ‘the breath of life’ Gen 2:7.  | 35. Why go on pilgrimage? Why do Muslims go on pilgrimage? Pilgrimage as a journey from which you return as better person. The shoemaker’s pilgrimage. Why do Christians go on pilgrimage? The pilgrimage to Lourdes. Seeking a physical cure or a spiritual cure?  | 36. What do you think God is like? How has God been shown in art? What are your ideas about God? What questions about God are important to you or which you wonder about? Is God real? Is right to wonder why God doesn’t show himself? Does God just sit back and watches?  |