


# Year 6 Curriculum Overview



*Pupils develop understanding beyond their own experience, build knowledge of the wider world and of diverse places, societies and cultures, and become more adept at making comparisons between people and places. They explore reasons for these disparities and connections between people, places and environments. They express and explain their opinions and learn to consider others' views, developing their sense of fairness/justice and begin to understand that people's choices can affect local and global issues.*

	<b>Who Do I Want To Be?</b>		
<b>Term and theme</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<p><b>Making Connections, Making Changes: Invent, Innovate and Campaign</b></p> <p><b>Careers week:</b> <b>Focus on empowering an 'I CAN' mindset, Global Goal #5 Gender Equality and STEM What kind of leader do I want to be?</b></p>	<p><b>Making Connections, Making Changes: Look into the Future</b></p> <p><b>STEAM: Elements of Change</b> <b>What kind of scientist could I be? How can we create change? What changes can we make now to ensure a better future?</b></p>	<p><b>Making Connections, Making Changes: Taking Action, Making a Difference</b></p> <p><b>Moving People, Changing Places.</b> <b>Focus on advocacy because change starts with us. We will explore change and connections on a variety of scales, for example through fair trade and migration</b></p>
 <b>UNCRC</b>	<ul style="list-style-type: none"> <li>The right to be heard</li> <li>The right to be healthy</li> <li>The right to a childhood</li> <li>The right to be treated fairly</li> <li>The right to be educated</li> </ul>	<ul style="list-style-type: none"> <li>The right to be heard</li> <li>The right to be healthy</li> <li>The right to a childhood</li> <li>The right to be treated fairly</li> <li>The right to be educated</li> </ul>	<ul style="list-style-type: none"> <li>The right to be heard</li> <li>The right to be healthy</li> <li>The right to a childhood</li> <li>The right to be treated fairly</li> <li>The right to be educated</li> </ul>

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**Global Learning theme (knowledge and understanding) values and skills**

**Making Connections, Making Changes: Invent, Innovate and Campaign**

**Knowledge and Understanding:**  
Sustainable Development, Human Rights, Social Justice and Equity, Identity and Diversity.

**Values:**  
Belief that people can bring about change, Sense of Identity and Self-Esteem,  
  
Commitment to social justice, Respect for People and Human Rights, Value diversity,

**Skills:**  
Critical thinking  
Communication  
Challenging perceptions and stereotypes

**Making Connections, Making Changes: Look into the Future**

**Knowledge and Understanding:**  
Sustainable Development, Globalisation and Inter-dependence, Power and Governance, Social Justice and Equity.

**Values:**  
Belief that people can bring about change, Commitment to participation and inclusion,

**Skills:**  
Empathy  
Self-awareness and Reflection  
Communication  
Co-operation and teamwork

**Making Connections, Making Changes: Taking Action, Making a Difference**

**Knowledge and Understanding:**  
Sustainable Development, Globalisation and Inter-dependence, Human Rights, Social Justice and Equity.

**Values:**  
Belief that people can bring about change, Commitment to participation and inclusion, Empathy, Commitment to social justice, Value and respect for diversity

**Skills:**  
Enquiry and debate  
Reflection and evaluation  
Co-operation and teamwork



**Initial stimulus and Outcome**

**Invent, Innovate and Campaign**

**CAREERS WEEK:** Focus on empowering an 'I CAN' mindset, Global Goal #5 Gender Equality and STEM  
What kind of leader do I want to be?

**Stimulus:** Assemblies, World's Largest Lesson.....

**Partnerships:** World's Largest Lesson, Careers week contributors.

**Outcome:** Contribution to whole school SDG project launch video/website posts from Careers Week @TheWorldsLesson

**Look into the Future**

**STEAM:** Elements of Change

**Stimulus:**

**Possible Partnerships:** CLC, Cornelia Parker, Unicef

**Outcome:** Making Connections, Making Changes – Look into the Future. Exhibition curated by the children. Learning is expressed through science, art and technology.

**Taking Action, Making Difference**

**Stimulus:** Assemblies, Gapminder and Hans Rosling, Dollar Street, World Athletics Championship

**Partnerships:**

**Outcome:** Whole school celebration of new vision and values statement

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History/  
Geography

## HISTORY

*Study of an aspect of British history beyond 1066 -  
turning point in British history:*

**FWW 1914-1918**



## GEOGRAPHY

*Mapping and location skills taught as discrete lessons  
and in the above history context.*

## HISTORY

N/A

## GEOGRAPHY



*Mapping and location skills taught  
as discrete lessons.*

## HISTORY

N/A

## GEOGRAPHY – Our local area.



*Mapping and location skills taught as  
discrete lessons and to include  
fieldwork focus.*



English

**Meaning in the Mud**  
**Stimulus**  
 The children will be taking an in depth look at life in the trenches. Our starting point will be a trip to the Imperial War Museum where they will be able to walk through the trenches and develop an understanding of what this experience was like for the thousands of troops that fought. We will then have a visit by the Big Wheel Company, who will help us to explore different WW1 poetry.

**Suggested Texts**  
 Line of Fire- Barroux  
 Dulce et Decorum est- Wilfred Owen

**Social purpose**  
 To Describe To Entertain  
 To Persuade To Socialise

**Outcomes**  
 The children will write their own version of Line of Fire. They will then write a persuasive letter as the unknown soldier to his wife, persuading her not to send their youngest son to war. The children will read a number of seminal WW1 poems and choose one to recite.

**Careers Week**  
**Stimulus**  
 Careers week visitors.  
**Suggested Texts**  
 At Home- from War Anthology  
**Social purpose**  
 To inform  
 To Entertain  
**Outcomes**

**Meaning in the Mud**  
**Stimulus**

**Suggested Texts**  
 Listen to the Moon- Michael Morpurgo

**Social purpose**  
 To Entertain  
 To Recount  
 To Inform  
 To Describe

**Outcomes**  
 The children will write a balanced and objective argument over the decision to sell Joey. They will then write a newspaper article detailing the battle where many of the mounted cavalry were lost. They will then complete the story of War Horse with their own ending chapters.

For grammar and punctuation objectives [click here.](#)

For termly spelling objectives [click here.](#)

**Suggested Class Readers**  
 A Monster Calls- Patrick Ness

**War Horse- Michael Morpurgo**

SATS

**Suggested Class Readers**  
 The Wolves of Willoughby Chase by Joan Aiken

**STEAM: Elements of CHange**

**Firebird**  
 Short story x2

Information text

**Stimulus**

**Suggested Texts**

**Social purpose**

**Outcomes**

For grammar and punctuation objectives [click here.](#)

For termly spelling objectives [click here.](#)

**Suggested Class Readers**  
 The Various by Steve Augarde

**Paris**  
**Stimulus**

**Suggested Texts**  
**Social purpose**

**Outcomes**

For grammar and punctuation objectives [click here.](#)

For termly spelling objectives [click here.](#)

**Suggested Class Readers**  
 Once- Morris Gleitzman

**Our local area**  
**Stimulus**

**Suggested Texts**  
**Social purpose**

**Outcomes**

For grammar and punctuation objectives [click here.](#)

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**Suggested Class Readers**  
 The Last Wild- Piers Torday

Year 6 Production  
 - Speaking and Listening Project



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 <p><b>Mathematics</b></p>	<p><i>Number and Place value</i>  <i>The four operations (+,-,x,÷)</i>  <i>Fractions</i>  <i>Measurement</i></p>	<p><i>Number and Place value</i>  <i>The four operations (+,-,x,÷)</i>  <i>Fractions</i>  <i>Measurement</i>  <i>Geometry</i>  <i>Statistics</i></p>	<p><i>Number and Place value</i>  <i>The four operations (+,-,x,÷)</i>  <i>Fractions</i>  <i>Measurement</i>  <i>Geometry</i>  <i>Statistics</i>  <i>Algebra</i></p>
 <p><b>Science</b></p>	<p><i>Autumn 1: Light</i></p> <p><i>Autumn 2: Living things and their habitats</i></p>	<p><i>Spring 1:Electricity</i></p> <p><i>Spring 2: STEAM</i></p>	<p><i>Summer 1: Evolution and inheritance</i></p> <p><i>Summer 2: Animals including humans</i></p>
 <p><b>Computing</b></p>	<p><i>iPROGRAM – design and develop computer games</i></p> <p><i>iSAFE – Staying safe online</i></p> <p><i>Scratch</i></p>	<p><i>iWEB –Remixing creating web content using HTML</i></p> <p><i>iALGORITHM –Searching and sorting and networks</i></p>	<p><i>iPROGRAM - TBC</i></p> <p><i>CLC –Music Technology</i></p>
 <p><b>Physical Education</b></p>	<p><i>Autumn 1: Gymnastics/Swimming</i></p> <p><i>Autumn 2: Hockey/Football</i></p>	<p><i>Spring 1: Fitness/Multi-skills</i></p> <p><i>Spring 2: Netball/OAA</i></p>	<p><i>Summer 1: Football</i></p> <p><i>Summer 2: Swimming</i></p>
 <p><b>RE</b>  <b>Living Difference</b></p>	<p><b>ISLAM</b></p> <p><i>Concept -Rites of Passage</i>  <i>Unit of Work – The journey of life</i></p> <p><b>CHRISTIANITY</b></p> <p><i>Concept - Interpretation</i>  <i>Unit of Work – The two narratives of Jesus’ birth</i></p>	<p><b>CHRISTIANITY</b></p> <p><i>Concept - Laws</i>  <i>Unit of Work – Jesus the lawbreaker</i></p> <p><b>CROSS FAITH</b></p> <p><i>Concept- Justice</i>  <i>Unit of Work – Stories from Christianity, Islam and Judaism</i></p>	<p><b>CROSS FAITH</b></p> <p><i>Concept – Power</i>  <i>Unit of Work</i></p> <p><b>CROSS FAITH</b></p> <p><i>Concept – Sacred Books</i>  <i>Unit of Work – Are sacred books wise?</i></p>



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 <p>Art &amp; Design Design Technology</p>	<p><i>Drawing – Charcoal illustrations based on ‘Line of Fire’</i></p> <p><i>Printing and pattern making</i></p> <p><b>Maths Mastery:</b> <i>Explore how abstract artworks can be used to create mathematical patterns. Design models on Google sketch up to project and paint from. Explore abstract expressionism splatter paintings, looking at fractal patterns.</i> <i>Artist inspiration: Jullie Merhutu &amp; Jackson Pollock.</i></p>	<p><i>Drawing - portraits</i></p> <p><b>STEAM:</b> <i>Create drawing robots, with motors and circuits that draw using circuit pens. Explore autonomy of robotics and AI – randomness, cybernetics and engineering.</i></p>	<p><i>3D Model making – Props for Year 6 production</i></p> <p><i>Global Dimension Exhibition: TBC</i></p>
 <p>Food Technology</p>	<p><b><u>Gardening/Growing Opportunities</u></b> <i>Sowing herbs with Jo</i></p> <p><i>2 types of parsley</i> <i>Coriander</i> <i>Watercress</i></p> <p><b><u>Food Technology Opportunities</u></b> <i>Halloumi and Tabbouleh Salad</i></p> <ul style="list-style-type: none"> <li><i>Using tomato and herbs grown in school gardens</i></li> </ul>	<p><b><u>Gardening/Growing Opportunities</u></b> <i>Sowing pumpkins with Jo (April)</i></p> <p><b><u>Food Technology Opportunities</u></b> <i>Summer Vegetable Rolls with Peanut Dipping Sauce (KGP recipe)</i></p>	<p><b><u>Gardening/Growing Opportunities</u></b> <i>Sowing melons with Jo (May)</i></p> <p><b><u>Food Technology Opportunities</u></b> <i>Griddled Garlic and Herb Flatbread with Yogurt Dip (KGP recipe)</i></p> <ul style="list-style-type: none"> <li><i>Using herbs grown by Y6 in term 1</i></li> </ul>
 <p>Music</p>	<p><b>Women’s Roles in WW1:</b> <i>Students will study the history of the roles of women in WW1. They will create a multi-media project that will encompass music, stop frame animation, acting, composition and recording.</i></p> <p><b>The Blues:</b> <i>Students will learn about the history of the Blues. Then techniques such as the construct of a 12 bar and repertoire. They will then try to perform the song Mustang Sally as a whole class.</i></p>	<p><b>Renewable Energy:</b> <i>Pupils will create a sound scape based on renewable energy. To accompany the compositions they will create a video to demonstrate it.</i></p> <p><b>Pop-tastic:</b> <i>Year 6 learn about contemporary popular music of the 20th century, Looking at Blues, Jazz, Rock n Roll, Hip Hop and Pop music. They look at the cultural and social effects of music as well as learning a range of songs and techniques such as a 12 bar blues chord structure.</i></p>	<p><b>Song Writing:</b> <i>Pupils will learn music theory based on major and minor scales and chord structure. Using previous knowledge of chord progressions they will compose and record a song based on their topic work. This will be used in their final year production.</i></p> <p><b>End Of Year production:</b> <i>Using the two previously written songs, pupils will have to learn and perform a play based on their topic. It will include new songs as well as acting and artwork for props and the staging.</i></p>

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 <p>MFL</p>	<p><i>Qu'est ce qu'on va faire? – What are we going to do?</i></p>	<p><i>Monter un café – Creating a cafe</i></p> <p><i>Le passé et le present - tenses</i></p>	<p><i>Au parc d'attractions – At the amusement park</i></p> <p><i>Quoi de neuf? – What's new?</i></p>
 <p>PSHE, Citizenship and Key Events</p>	<p><i><u>Ways to make the school and class a respectful, happy place to learn:</u></i> <i>RRS Class Charters – UNCRC</i></p> <p><i><u>Citizenship</u></i> <i>RRS Council elections</i> <i>Children's Commissioner's Takeover Day</i> <i>Children's WorkPlan</i> <i>Worlds Largest Lesson</i> <i>International Day of the Girl Child - 11<sup>th</sup> October</i></p> <p><i><u>Self Awareness: identify features of positive role models</u></i> <i>Careers Week - The local community, different jobs and skills needed</i></p> <p><i>Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.</i></p>	<p><i><u>Keeping safe when things go wrong</u></i> <i>UNICEF Day For Change</i> <i>Feeling safe in different situations</i></p> <p><i><u>Citizenship</u></i> <i>Holocaust Memorial Day</i></p> <p><i>Fair trade Fortnight - TBC – 22<sup>nd</sup> Feb</i></p> <p><i>Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.</i></p>	<p><i><u>Keeping Myself Healthy and Safe</u></i> <i>Drugs Education</i> <i>Relationships and Sex Education</i></p> <p><i><u>Citizenship</u></i> <i>Send my Friend Campaign SDG4 Quality Education</i> <i>Children's School Self Evaluation</i> <i>World Fair Trade Day 13<sup>th</sup> May</i> <i>Refugee Week – June 19<sup>th</sup> – 25th</i></p> <p><i><u>International Mother Earth Day –April 22<sup>nd</sup></u></i></p> <p><i>Other activities are drawn from suggested resources from Camden LA to allow for flexibility, variety in styles and to reflect different teaching and learning styles according to what is best for each class.</i></p>