Year 6 – Curriculum Overview

	Aut 1	Aut 2	Spr1	Spr2	Sum1	Sum2
Learning challenge Main driver	**Does history repeat itself?** History		**What's the Earth's deadliest hazard?** Geography		**Were the Vikings ruthless invaders or peaceful settlers?** History	
Trips/visitors	Eden Camp Holocaust memorial society Robinwood Residential		Leeds Playhouse Primary workshops	Yorkshire Wildlife Park – Science Evolution	Murton Park Vikings Alhambra – Wicked Bikeability	Flamingo Land Junior Warrior Police Visitor Transition visits
Themed days/weeks:	Equality Week Black history	Anti-Bullying Week	Arts Week National Online Safety Day	Science Week International Women's Day	Heritage Day	Health Week
English Reading	Rose Blanche Diary of Anne Frank Once	Once A Christmas Carol	Non-fiction War of the Worlds		Alma Uncle Montague's Tales of Terror	Hamlet
English Writing	Diary Writing Poetry Letter Writing	Narrative Speech Narrative Description Narrative Extended Story Biography – Charles Dickens	Letter of Complaint Information Text Adventure Story Science Fiction Story Persuasive Letter		Narrative Character Description Horror Story Information Text	Playscripts Narrative – 500 word. Review of the Year
Maths	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Number: Fractions Measurement: Converting units	Number: Ratio Number: Algebra Number: Decimals	Number: Fractions, decimals and percentages Measurement: Area, perimeter and Volume Statistics	Geometry: Shape Geometry: Position and Direction	Consolidation Themed projects, consolidation and problem solving

Science	Working Scientifically runs through all science topics					
	Light How does light help us see and form shadows? *Reflection, how light travels, how we see and shadows*	**Animals including humans** How can we stay healthy? *Human circulatory system* *Impact of diet, exercise and drugs on the body* *Describe nutrient and water transported within animals* **Relationships and Sex Education** (PSHE)	**Electricity** How do we change the brightness of a bulb? *Recognise symbols in simple circuits* *Compare variations in how components function*	**Evolution and Inheritance** How has life on Earth evolved? *Living things change over time – fossils* *Offspring vary from parents* *Adaptation of plants and animals*		**Living things and their habitats** How can we classify plants and animals? *Classifying living things (micro-organisms, plants and animals) according to similarities and differences* **Relationships and Sex Education - revisit**
History	**How did WW2 impact Britain?** ***NC link:*** *-Post 1066 study in depth.* *-Significant turning point in history.* *Impact of the Treaty of Versailles.* *Battle of Britain.* *Kindertransport.* *Life during the war.* *The end of the war.*				**How did the Vikings change Britain?** ***NC link:*** *-The Viking and Anglo Saxon struggle.* *The invasion of the Vikings – how and why they invaded.* *Life under Danelaw in England.* *Religion.* *The end of the Vikings in England.*	
Geography	**How great was the impact of the Second World War on Britain?** *(small geography unit)* *UK locational knowledge – locate geographical regions of the UK.* *Human and physical geography – identify key aspects of settlement and land use and describe how they have changed.*		**What's the Earth's deadliest hazard?** *World Locational Knowledge– locate countries, major cities and key human and physical features in the world's seven continents.* *Place knowledge – Japan and Haiti* *Human and physical geography – describe and understand key aspects of volcanoes and earthquakes, and the distribution of natural resources including energy, food, minerals and water.*		**How did the Vikings change Britain?** (small geography unit) *UK locational knowledge – locate counties and cities of the UK.*	**How can we make Farsley Springbank more sustainable?** (Fieldwork unit – one week) *Human and physical geography – explore how we can be more sustainable in terms of settlement, land use, economic activity and the use of resources* *Geographical Skills and Fieldwork*
Computing	**Online Safety** *Digital Literacy* Learning how to navigate the internet in an informed, safe and respectful way	**Bletchley Park 1** *Digital Literacy, Computer Science and Information Technology* Code breaking and password hacking	**Programming: Music Scratch (Y5)** *Digital Literacy and Computer Science* Applying programming skills to create sounds and melodies leading to a battle of the bands performance		**Stop Motion** *Digital Literacy* Storyboarding ideas, taking photographs and editing to create a video animation	**Presentation skills** *Digital Literacy* Independent projects

PSHE  The red flag demarcates lessons which link directly to safeguarding	**Mental health and emotional wellbeing:** Healthy minds	**Identity, society and equality:** Human rights Relationships and Sex Education  Healthy Relationships. How a baby is made	**Keeping safe and managing risk:** Keeping safe - out and about 	**Drug, alcohol and tobacco education:** Weighing up risk 	**Careers, financial capability and economic wellbeing:** The world of work	**Physical health and wellbeing:** Transition to high school Revisit – Relationship and Sex Education Healthy Relationships.  How a baby is made FGM
Mindmate	Self-Integrity	Celebrating friendship	Moving on	Happiness	Body image/social media	Winning. What does it take?
No Outsiders	To consider responses to immigration	To consider language and freedom of speech	To overcome fears about difference	To consider causes of racism	To show acceptance	To consider democracy
RE	**How do Jews remember the Kings and Prophet in worship and life?**	**How do Sikhs show commitment?**	**What do Christians believe about Jesus' death and resurrection?**		**How does growing up bring responsibilities?**	
PE	**AfPE** OAA **AfPE** Tennis	**AfPE** Gymnastics unit 1 **AfPE** Handball	**AfPE** Tag Rugby **AfPE** Gymnastics unit 2	**AfPE** Cricket **Rhinos Foundation** Street Dance	**Royal Ballet** Dance **AfPE** Basketball	**AfPE** Athletics **AfPE** Rounders **Enrichment unit** Commando Joes
DT		**Structures** **Project Outcome:** Design, make and evaluate adventure playground equipment. Children to design a frame structure prototype.			**Electrical Systems** **Project Outcome:** Design, make and evaluate an alarm system that will protect a personal item such as phone, iPad or game device. Children to use programming skills and Microbits. (Links to the computing curriculum).	**Food project** **Project Outcome:** Design, make and evaluate a meal suitable for a vegan diet. Children to investigate protein substitutes that can supplement a vegan diet.

Art	**Graphic Design** **Artist:** Morag Myerscough **Project Outcome:** To create a poster that conveys a message which influences people. Children will use graphic design techniques to create lettering and computer aided design		**Arts week – art project**		**Textiles – sewing** **Artist:** Mary Corbett **Project Outcome:** To create an embroidered piece using 4 sewing stitches.	**Drawing** **Artist:** Marten Jansen **Project Outcome:** To create a self-portrait in the abstract style of Marten Jansen.
Music	**Keyboard Challenge 2 – extension from Y5 learning to read music and play the keyboard.** *Listen/ Appraise/ Play and Perform/ Notation*		**Chords and Harmony – understanding triads and performing pop songs using chord progressions.** *Play and Perform/ Notation/ Use voices to sing in parts*		**Garageband/ Chrome Music Lab – further developing music technology skills, composing using chord progressions** **Singing games and Rhymes – part-singing** **Showtime** *Experiment/ Create/ Listen/ Appraise/ Perform/ Use Voices*	
Spanish	Phonetics lessons 1&2 Greetings	Colours and numbers	Vegetables	Presenting myself	Classroom	Family