







## Year 6 Curriculum Overview 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b> 	Number – place value Number – all 4 operations	Fractions Geometry – position and direction	Number – decimals Number – percentages Number – algebra Measurement – converting units Measurement – perimeter, area and volume Number - ratio		Geometry – properties of shape Problem solving Statistics Investigations	
<b>Reading</b> 	<b>Wonder – 3 weeks</b> <i>Theme: Overcoming adversity</i>  <b>Three Tales from Shakespeare (Macbeth) – 1 week</b>	<b>No Ballet Shoes in Syria</b> Private Peaceful Blitz – Robert Westall		Extracts from Zlata’s diary <b>The boy at the back of the class</b> Theme: Identity and Belonging	Who Let the Gods Out	Poetry - The Lady of Shallot
<b>Reading Spine</b>	The Patchwork Path – a quilt to Freedom Aunt Harriet’s Underground Railroad in the sky	Goodnight Mr. Tom Theme: Overcoming adversity Private Peaceful In Flanders Fields – poem Rose Blanche A child’s garden – a story of hope	Harry Potter and the Philosopher of Stone			
<b>Poetry</b>	Poetry – In Flander’s Fields		Caged Bird by Maya Angelou Sea Fever by John Masefield		The Lady of Shallot	
<b>Writing</b> 	Shakespeare Biography Macbeth Playscript	Paul Jennings short stories: Smart Ice-Cream, Pink Bow-Tie	WW2 Newspaper Report WW2 Non-chronological Report	WW2 Diary Entry (WW2 Balanced Argument)	The Piano (film narrative)	‘Up’ Film Review (Lady of Shallot) (Spooky Story)
<b>History</b>  <b>Geography</b> 	<b>History – Twentieth Century Conflict</b>  In this unit, the children learn about how civilians at home in Britain were affected during the Second World War. They will understand how night after night of consecutive air raids during the Blitz affected urban communities (especially those in our home city of London) and find out how people tried to stay safe in times of danger. They will also understand the role of women and others left behind, who worked to keep their nation strong whilst many men were away fighting. As well as understanding the role of women and other adults, they will learn what happened to children who were evacuated from the city to the country.	<b>Geography – Globalisation</b>  Children will look at how globalisation has changed the way we communicate. How globalisation affects trade, looking at advantages and disadvantages of trade to different people. ‘Fast fashion’ and how the clothing industry has changed. The impact that growing cotton has on the environment, food and globalisation, including the positive and negative impacts of the globalised food industry. Consider where or not globalisation has made the world a better place.	<b>History – Industrial Revolution (Local Study)</b>  In this unit, the children learn about enormous change that took place during the Victorian era and the impact that this had on wider society. Children will learn about what life was like in Victorian Britain for people in different social classes. They will explore some of the significant changes of this era and consider how they affected people –focusing in particular on how life changed for children in Walthamstow. A visit to the Vestry House Museum will consolidate children’s understanding of the Victorian era and how it can be considered a time of progress and achievement and to reflect on the legacy they have left us in modern times.	<b>Geography – Mapping</b>  Revisit map work in preparation for Year 7. Consolidate what you know about compass points (8 points). Developing your locational knowledge of different counties as you find out about contour lines, scale, distance and symbols. You will extend your knowledge of grid references to 6 grid references. You will look at mapping the world, revisiting continents, learning about lines of latitude and longitude and finding out about time zones.	<b>History – Civil Rights</b>  In this unit, the children learn about the emergence of the civil rights movement on the United States, including legal developments, the campaign of civil disobedience and the significant impact of key figures during this time, including Martin Luther-King and Rosa Parks. Children will learn that the key themes studied during this unit are not consigned to one period in history, but they are still important in today’s society. Children will study some of the significant moments in the struggle for equality and compare and contrast the changes that have taken place.	<b>Geography – American Road Trip</b>  In this unit children will develop an overview of the continent: the countries and states within it and an understanding of the diversity of this vast continent, in relation to climate, environment and human activity. The children will then zoom in on two contrasting areas: Alaska where they will learn about landscape, economy, people who live there, and California where you will explore the state, learning about why people choose to live there and some of the challenges associated with living there, e.g. wildfires. The children will also learn about the impact of the Gold Rush and how life has changed over time.
<b>Science</b> 	<b>Living things and their habitats</b>  Pupils will build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They will be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they will classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). The children will learn about classification system of Carl Linnaeus.	<b>Animals, including humans</b>  Pupils will build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. The children will carry out experiments exploring how pulse rate is affected by varying degrees of exercise. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.	<b>Light</b>  Pupils will build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They will link their understanding of light to early cameras (e.g. pin-hole cameras) and use of lights in filming today. They will study how the eye works and allows us to see. Pupils will work scientifically by: deciding where to place mirrors to move light; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works; by making a pin-hole camera. They will also extend their experience of light by looking at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).		<b>Evolution and Inheritance</b>  Building on what they learned about fossils in the topic on rocks in year 3, pupils will find out more about how living things on earth have changed over time. They will be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They will also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes’ necks got longer, or the development of insulating fur on the arctic fox.	<b>Electricity</b>  Building on their work in year 4, pupils will construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They will learn how to represent a simple circuit in a diagram using recognised symbols. Pupils will work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit. Children will investigate how to affect the brightness of a bulb.

	<b>Art – Make my Voice Heard</b> Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message.	<b>DT - Structures</b> In this unit, you have been tasked with designing and creating a new playground for a school! You will learn about different types of playground apparatus and consider which structures have been used to build them, how they have been designed safely and how cladding adds to the visual aesthetic. You have the freedom to decide which types of apparatus and landscaping you would like to include in your playground.	<b>Art – Arts &amp; Design Skills</b>	<b>DT - Electrical Systems</b> In this topic you will be a toy designer who focuses on creating toys that have more than one function. Specifically, you will be designing a ‘steady hand game’ (such as the game <i>Operation</i> ) where functional knowledge and entertainment value must both be considered. Before designing, you will conduct research and participate in surveys to gather information about the needs of your target audience.	<b>Art – Still Life</b> Creating a variety of still life pieces influenced by different artists, using a range of mediums and showcasing work in the form of a memory box.	<b>DT - Cooking and Nutrition</b> Working in groups, you will research and prepare a three-course meal. You will research recipes, consider which flavours go well together and if possible, decided on a theme for your meal. You will also taste-test and score foods from other groups and when you aren’t cooking, you will research the journey of your main ingredients from ‘farm to fork’.					
<b>R.E.</b> 	<b>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (community)?</b>  This investigation enables pupils to learn in depth from different religious and spiritual ways of life through exploring three important ideas from three different religions in ways that relate to commitment.		<b>Is it better to express your religion in arts and architecture or in charity and generosity?</b>  This investigation enables pupils to learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practice generosity and charity.			<b>What do religions say to us when life gets hard?</b>  This investigation enables pupils to learn in depth from different religious and spiritual ways of life about teaching about hard times, focussing on exploring death. We have exemplified the unit in this way as we are aware that this is a difficult but essential topic for teachers to explore with children. By the age of 10 many children will have experienced grief and death. This unit allows them to talk about these ideas when emotions are less raw than after a bereavement. The activities enable pupils to share their ideas but do not force children to do so. The use of story acts as a distancing device within the unit.					
<b>PSHE</b> 	<b>Keeping &amp; Staying Safe</b>  <b>Zones of Regulation</b> Water Safety	<b>Keeping &amp; Staying Healthy</b>  Alcohol	<b>Growing and Changing</b>  <b>Conception</b>	<b>Being Responsible</b>  <b>Zones of Regulation</b> Stealing	<b>Feelings and Emotions</b>  Worry	<b>Computer Safety</b>  Making Friends Online	<b>The Working World</b>  <b>Zones of Regulation</b> In-app purchases	<b>A World Without Judgement</b>  British Values	<b>First Aid</b>  First Aid Year 6 Part 1 & 2		
<b>Life Skills (Level 3)</b> Self-image, Decision Making, Smoking, Advertising, Dealing with Stress, Communication Skills, Social Skills, Assertiveness				<b>French</b> 		<b>French Sport and the Olympics</b> Pupils conjugate the verb ‘aller’- to go, identify correct prepositions, learn sports vocabulary, how to express preferences and expand their knowledge of country names. They develop their cultural knowledge of Pétanque, the Tour de France and the Olympics and consolidate their learning by writing a magazine article about participating in the Olympic Games.	<b>French Football Champions</b> Children develop their speaking and listening skills; asking and responding to questions about football as well as working on their written French by adapting football player profiles.	<b>In My French House</b> Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.		<b>Planning a French Holiday</b> The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France.	<b>Visiting a Town in France</b> In learning directional and transport vocabulary and prepositional phrases, the children explore their journey to school and what places in town are worth a visit and why. They practise giving opinions and talk about a trip to France.
<b>Computing</b> 	<b>Bletchley Park</b> Children learn about the history of Bletchley Park, including: key historical figures, how the first modern computers were created at as part of a WWII code breaking team and consider how computers have evolved over time. They then go on to investigate secret codes and how they are created, exploring ‘brute force’ hacking and learn how to make passwords more secure.		<b>Introduction to Python</b> Building on their knowledge of coding from previous years, children are introduced to the text-based programming language Python, which is the language behind many apps and programs, such as Dropbox.	<b>Big Data 1</b> Children learn how data is collected and stored by exploring barcodes, QR codes and RFID chips, and investigate how collecting big data can be used to help people in a variety of different scenarios.	<b>Big Data 2</b> Children learn the difference between mobile data and Wi-Fi and how data is transferred and use their understanding of big data to design their own smart school.	<b>Inventing a product</b> Reflecting on and showcasing their computing skills, pupils create an entire project around a specific theme.					
<b>PE</b> 	<b>Gymnastics</b>  <b>Netball</b>	<b>Volleyball</b>  <b>Dodgeball</b>	<b>Dance</b>  <b>Tennis</b>	<b>OAA</b>  <b>Badminton</b>	<b>Rounders</b>  <b>Handball</b>	<b>Athletics</b>  <b>Tag rugby</b>					
<b>Music</b> 	<b>Charanga Units</b> Happy The Fresh Prince of Bel Air Christmas Performance					<b>End of year performance</b>					