Year 6 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	**Fantastic Forests – why are they so important?** To identify and describe the location and distribution of the main forest vegetation belts. Children know the main forest biomes and characteristics - tropical, the temperate and the boreal or taiga Children know that we have temperate forests in the UK and children can identify on a map the main forests. Children know the Amazon rainforest is a tropical rainforest Children understand the human impact on the Amazon rainforest and the decisions made by humans within this environment. Children can carry out a fieldwork investigation of types of trees in local forest/woodland Children can use Ordnance Survey maps at different scales. Children can confidently use 6 figure grid references.		**Local study: Mining** Children can use Ordnance Survey maps at different scales. Children can confidently use 6 figure grid references. Children investigate the results of their field work to consider historic land use and how the land use has changed over time linked with the mining industry.			**Sao Paulo – what do places have in common?** Children can locate Brazil on a map Children can identify key physical and human features of South America (include rainforest, waterfalls, city, Andes, coast, Machu Picchu, Chichen Itza) Children can compare Durham and São Paulo inc climate, location, population education.
History		**From Tribal Leadership to Constitutional Monarchy** The Normans invaded England in 1066, with William Duke of Normandy being crowned king and they took complete control within 5 years. The Feudal System described how power was distributed during the Norman period. Allowing the king to control land and wealth and therefore have complete power. The Norman kings build castles to secure their territories.				

		The Magna Carta was created to address the power of the king. King John signed the agreement and he had to abide by the laws within it. The king no longer held all the power. The charter was signed in 1215 setting out rules concerning land ownership, taxes and people's legal rights				
Maths	Place value; addition and subtraction; multiplication and division	Fractions; position and direction	Decimals; percentages; algebra	Converting units; perimeter, area and volume; ratio	Statistics; properties of shape	Consolidation and themed projects
Science	**Life Cycles & Reproduction / Human Development** describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (LT Y5) describe the process of reproduction in some plants and animals (LT Y5)	**Classification** 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 (LT Y6) give reasons for classifying plants and animals based on specific characteristics. (LT Y6)	**Electricity** Associate brightness of a lamp or volume of buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations. Switches Use recognized symbols when creating diagrams	**Circulatory System & Diet** identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (AH Y6) recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (AH Y6) describe the ways in which nutrients and water are transported within animals, including humans. (AH Y6)	**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 (EH Y6) recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (EH Y6) identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (EH Y6)	
Computing	**Creating media – 3D Modelling** I understand that I can use a computer to produce 3D models. I can add 3D shapes to a project and view these from different perspectives. I can re-size an object in three dimensions. I can rotate objects in three dimensions. I can accurately size 3D objects. I can combine a number of 3D objects.	**Communication** I know that data is transferred over the internet. I understand how the internet facilitates online communication and collaboration. I understand what should and should not be shared on the internet. I can explain that internet devices have addresses. I can explain how computers use addresses to access websites. I can identify and explain what data packets are and how they are transferred over networks.	**Programming – Sensing/Programming – Sphero Missions** design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration		**Creating media – Web page creation** I know what makes a good webpage. I understand what is meant by copyright. I know that websites are written in HTML. I can discuss different types of media used on websites. I can recognize common features of a web page. I can say why I should use copyright-free images. I can say what is meant by 'fair use'. I can create my own web page. I can evaluate my own web page and how it looks on a range of devices. I can explain what a navigation path is and why they are useful.	

	I can plan my own 3D model. I can create my own digital 3D model.	I can access shared files stored online. I can send information over the internet in different ways. I can identify different ways of working together online. I can choose methods of communication to suit particular purposes. I can talk about sharing information online and privacy.				
D&T	**Frame structures.** • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. • Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. • Plan the order of the main stages of making. • Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional properties and aesthetic qualities. • Use computer-generated finishing techniques suitable for the product they are creating. • Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Develop and use knowledge of how to construct strong, stiff shell structures. • Know and use technical vocabulary relevant to the project.		**Textiles** **Using computer-aided design in textiles** • Generate innovative ideas through research including surveys, interviews and questionnaires. • Develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design. • Design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. • Produce detailed lists of equipment and fabrics relevant to their tasks. • Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment, including CAD, to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. • Investigate and analyse textile products linked to their final product. • Compare the final product to the original design specification. • Test products with intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • A 3-D textile product can be made from a combination of accurately made pattern pieces, fabric shapes and different fabrics. • Fabrics can be strengthened, stiffened and reinforced where appropriate.		**Celebrating culture and seasonality.** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.	
MFL	**Our school**	**Our school**	**At the café**	**Now and then**	**At the theme park**	**What's in the news?**

	Focus on directional vocab. Focus on directional vocab. Performing a role play based on a journey to school. Hold conversation with 4 exchanges.	Focus on understanding time. Focus on understanding time. Writing a diary entry about activities across a day. Using present tense in conversational back and forth.	Understanding of time. Write a diary entry across the day. Use present tense in conversation.	**Names of key places in French towns.** Names of key places in French towns. Researching past events in France. Perform a short presentation of 4 sentences.	Understanding a short story based on a summer trip. Communicate with a partner Key points using present tense Use of bi-lingual dictionary to support writing.	Referring to past events in news report scenario. Role-play newsroom om events listened to. Appreciate/learning song based on past events in news.
Art		**Exploring self-portraits, drawing, collage and clay.**	**Pocket Gallery** Explore scale and photography to create a gallery which displays 'artefacts'.		**The art of Norman Cornish and L.S. Lowry.** Learn about the artists, their work, compare styles. Read some paintings. Create own painting/artwork (any medium) on subject of mining/industry but in own style.	
Music	**Pop art: to explore the musical concept of theme and variation.** I can explore the musical concepts of theme and variations. I can use complex rhythms to perform a theme. I can play the TIKI-TKII TI-TIKI and TIKI-TI rhythms in 3/4 time. I can select colours to produce an artistic impression of rhythms. Children will perform rhythms confidently either on their own or in a group. Children will identify sounds of different instruments and discuss what they sound like. Children will make reasonable suggestions for which instruments can be matched to which pieces of art. Children will recall the names of several instruments according to their orchestra sections. Children will keep the pulse with the body percussion section and sing with control and confidence. Children will name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse. Children will draw the rhythms accurately and show a difference between each of their variations. Children will showcase creativity in the finished product.		**Coast: to appraise the work of a classical composer (Felix Mendelssohn)** I can appraise the work of classical composers Felix Mendelssohn. I can improvise as a group, using dynamics, pitch and texture . I can use knowledge of dynamics texture and pitch to create a group composition. I can play and perform in solo and ensemble contexts. Children will gain an understanding of classical music. They will understand that classical music has been composed by musicians who are trained in the art of composing. The term classical music can also refer to music composed in the classical period 1750-1825. The focus of this unit is on Fingal's Cave by Mendelssohn (1830) which is a classical piece in depicting the sea and waves swirling around Fingal's Cave which is in the Inner Hebrides. Children will understand the following vocabulary: depict, composition, conductor, graphic score, improvise, notate, ensemble.	**Film Music: to appraise different features in a variety of contexts.** I can appraise different musical features in a variety of film contexts. I can identify and understand some composing techniques in film music. I can use graphic scores to interpret different emotions in film music. I can create and notate musical ideas and relate them to film music. I can play a sequence of musical ideas to convey emotion. Children will explore the music used in film to accompany the action and create atmosphere. These will include: tense	**Leavers Song: to evaluate a song based on lyrics, tempo, melody and arrangement.** I can perform as a group. I can sing a range of songs. I can perform with confidence.

					music, purposeful music, romantic music and danger music.	
RE	Creation and Science: conflicting or complimentary?	Incarnation: Was Jesus the Messiah?	What does it mean for Muslims to follow God?	Salvation: What difference does the resurrection make for Christians?	Why is pilgrimage important to some religious believers?	Gospel: What would Jesus do?
PSHE	Families and friendships. Safe relationships. Respecting ourselves and others.		Belonging to a community. Media literacy and digital resilience. Money and work.		Physical health and mental wellbeing. Growing and changing. Keeping safe.	
English	Persuade –letter Inform – journalistic Persuade – campaign Poetry: William Blake The Tyger Rhyming couplets	Inform – report Inform – biography Poetry: personification and metaphor perhaps linked to science	NF/Authentic discuss- Balanced argument Persuade – speech Persuade – advert	MacBeth NF/Authentic Persuade - letter Discuss – news article	Inform – recount Discuss – review Poetry: narrative	Auto biography Inform – essay
PE	Gymnastics Invasion games Dance		Dance Gymnastics Invasion Games		Net/Wall Athletics/swimming Striking & fielding games	