

Year 6 Yearly Overview



English

Fiction

Authors and Texts
Story with flashbacks
Legends
Historical story

Non fiction

Explanations
Formal/impersonal writing
Persuasive Texts
Arguments
Journalistic Writing
Biography and autobiography

Poetry x 2
Poetry - imagery

Computing

Rising starts units for year 6- change order of units where appropriate to fit in with topics.

Unit 6.1 – We are adventure gamers (Making a text-based adventure game)
Unit 6.3 – We are advertisers (Creating a short television advert)
Unit 6.4 – We are network technicians (Exploring computer networks including the internet)
Unit 6.5 – We are travel writers (Using media and mapping to document a trip)
Unit 6.6 – We are publishers (Creating a year book)
S.U. – Creating spreadsheets
*SU is a School developed unit to meet the needs of our pupils so that they are digitally literate at a suitable level for future workplace and as active participants in a digital world

History Year 6

Content

Skills

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

Content

NC- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300.

NC- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

RE

Follow Gloucestershire agreed syllabus.

Unit- U2.2 Creation and science: conflicting or complementary? (CREATION)

Unit- U2.11 Why do some people believe in God and some people not?

(C, NR)

Unit- U2. 7 Why do Hindus want to be good?

Unit- U2.5 What difference does the resurrection make to Christians? (SALVATION))

Unit- U2.6 For Christians, what kind of king is Jesus? (KINGDOM OF GOD)

Unit- U2.12 How does faith help people when life gets hard?

Art and design

Exploring and developing ideas:

- Imaginatively develop and extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.

Using the work of artist:

- Learn about artists, designers and architects in history.
- Give details about the style of some notable artists, artisans and designers.
- Show how the work of those studied was influential in both society and to other artists.
- Create original pieces that show a range of influences and styles.

Evaluating and developing work:

- Analyse and comment on ideas, methods and approaches using my own and others' work, relating these to context.
- Adapt and refine my work to reflect my own view of its purpose and meaning.
- Annotate work in my sketchbook to reflect my ideas and the ideas of others.

Drawing: Media –sketching pencils, graphite sticks, oil pastels, chalks Artist –Moore (GB)

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Draw from imagination and observation.

Painting: Media – acrylics and watercolours Artist – Lichtenstein

- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

Collage:

- Use ceramic mosaic materials and techniques.

Textiles

- Show precision in techniques.
- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.

Digital Media

- Enhance digital media by editing (including sound, video, animation, still images and installations)

Science

To work scientifically (LO in bold must be covered and clearly taught)

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- **using test results to make predictions to set up further comparative and fair tests**
- **reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations**
- **identifying scientific evidence that has been used to support or refute ideas or arguments.**

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.

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.

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.

Design Technology

(Each year group will cover 3 DT units per year.)

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Languages

- Classroom routines Recap clothes + opinions Recap family + adjectives
- Recap être + occupations Playing games Christmas
- Describing your home/dream house
- Dictionary skills Prepositions Asking questions Easter
- Days of week + aller Accommodation Transport
- Going on holiday – presenting information

Music

Music express – scheme

Unit 1- step dance performance

Unit 2- song cycle performance

Unit 3- street dance performance

Unit 4- mini musical performance

Unit 5- awards show performance

Unit 6- leavers' assembly performance

PSHCE (PINK Curriculum)

Health and Wellbeing >

Healthy Lifestyles

[Five Ways to Wellbeing project](#)

[I look great!](#)

[We have more in common than not](#)

Health and Wellbeing > Keeping Safe

[It's a puzzle](#)

[Rat Park](#)

[What sort of drug is...?](#)

[Think before you click!](#)

[Traffic lights](#)

[What's the risk? \(1\)](#)

[Drugs: it's the law!](#)

[Alcohol: what is normal?](#)

[Joe's story \(part 1\)](#)

[Joe's story \(part 2\)](#)

[What's the risk? \(2\)](#)

[To share or not to share?](#)

[Pressure online](#)

Relationships > Healthy Relationships

[Solve the friendship problem](#)

[Working together project](#)

[Let's negotiate](#)

[Behave yourself](#)

[Assertiveness skills \(formerly Behave yourself - 2\)](#)

[Don't force me](#)

[Acting appropriately](#)

Relationships > Feelings and Emotions

[Dear Ash](#)

[Dan's day](#)

Relationships > Valuing Difference

Advertising friendships!

Respecting differences

OK to be different

Living in the Wider World >

Rules, Rights and Responsibilities

Captain Coram 1 - Gin Lane: children's rights in the 18th century

Captain Coram 2 - Thomas Coram and the Foundling Hospital

Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity

Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century

Captain Coram 5 - Life for Foundlings in the 20th century

Captain Coram 6 - Coram today: children's rights in the 21st century

Our recommendations

Two sides to every story

Fakebook friends

Tolerance and respect for others

Living in the Wider World >

Caring for the Environment

Project Pitch (parts 1 & 2)

Community art

Action stations!

Happy shoppers

Living in the Wider World > Money

What's it worth?

Jobs and taxes

Physical education

Lancaster scheme of work. (LSOW)

NC - they should enjoy communicating, collaborating and competing with each other.

-they should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

-use running, jumping, throwing and catching in isolation and in combination

-play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

-compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Games:

- Invasion Games (hockey, rugby, football - LSOW)
- Net / wall (Tennis / Badminton- LSOW)
- Striking and Fielding (cricket and rounders - LSOW)
- Athletics (cycle B LSOW)

NC - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

-compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Gymnastics:

- Progression 1-3
- Progression 4-6
- Progression 7-10

NC - perform dances using a range of movement patterns

-compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Dance

- Use the objectives and progression of skills in scheme but use your own topic as a stimulus for the dance. (3 units following progressions 1-6 from LSOW for year 6.)

NC- take part in outdoor and adventurous activity challenges both individually and within a team.

OAA

- Progressions 1-7

NC - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Athletics

- Progressions 1-6

Geography

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region within North or South America

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.