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*Yearly Overview*

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**Year 6**

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**Achieve Believe Care**

	Extreme Earth	Raiders, Invaders and Settlers	We'll Meet Again
<b>Geography</b>	<p><b>How does the Earth shake, rattle and roll?</b></p> <ul style="list-style-type: none"> <li>• describe and understand the key aspects of volcanoes and earthquakes</li> <li>• understand that the distribution of earthquakes and volcanoes follows a pattern</li> <li>• be introduced to plate tectonics.</li> <li>• learn about the 'Pacific Ring of Fire'</li> </ul> <p>From year 4 rising stars</p>	<p><b>Are we damaging our world?</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of the distribution of natural resources including energy, minerals and water</li> <li>• use maps, atlases and globes to locate countries and describe features studied</li> <li>• use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world</li> <li>• 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.</li> </ul>	<p><b>How will our world look in the future?</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: – physical geography – human geography</li> <li>• learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK</li> <li>• use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>
<b>History</b>	<p><b>Was the Anglo-Saxon period really a Dark Age?</b></p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history</li> <li>• develop the appropriate use of historical terms</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• note connections, contrasts and trends over time</li> <li>• regularly address and devise historically valid questions about significance</li> </ul>	<p><b>Would the Vikings do anything for money?</b></p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British history</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• establish clear narratives within and across the periods</li> <li>• develop the appropriate use of historical terms</li> <li>• address historically valid questions about cause and significance</li> <li>• construct informed responses that involve the thoughtful selection and organisation of relevant historical information</li> <li>• note contrasts and connections over time.</li> </ul>	<p><b>Did WW1 or WW2 have the biggest impact on our locality?</b></p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British, local and world history</li> <li>• address and devise historically valid questions about change, cause and significance</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends</li> <li>• construct informed responses that involve thoughtful selection and organisation of historical information</li> <li>• develop the use of appropriate historical terms.</li> </ul>

<b>Computing</b>	<p><b>We are toy makers</b></p> <ul style="list-style-type: none"> <li>● how computers use stored programs to connect input to output</li> <li>● how to generate and evaluate designs in response to a brief</li> <li>● to plan a complex project by decomposing it into smaller parts</li> <li>● to work with physical components of a system</li> <li>● how to design and write a program for an embedded system</li> <li>● to use criteria to provide others with feedback on their work.</li> </ul> <p><b>We are computational thinkers</b></p> <ul style="list-style-type: none"> <li>● develop the ability to reason logically about algorithms</li> <li>● understand how some key algorithms can be expressed as programs</li> <li>● understand that some algorithms are more efficient than others for the same problem</li> <li>● understand common algorithms for searching and sorting a list</li> </ul>	<p><b>We are publishers</b></p> <ul style="list-style-type: none"> <li>● manage or contribute to large collaborative projects, facilitated using online tools</li> <li>● write and review content</li> <li>● source digital media while demonstrating safe, respectful and responsible use</li> <li>● design and produce a high-quality print document.</li> </ul> <p><b>We are connected</b></p> <ul style="list-style-type: none"> <li>● about appropriate rules or guidelines for a civil online discussion</li> <li>● how search results are selected and ranked</li> <li>● how to argue their point effectively, supporting their views with sources</li> <li>● how to counter someone else's argument while showing respect and tolerance</li> <li>● how to judge the reliability of an online source</li> <li>● some strategies for dealing with online bullying.</li> </ul>	<p><b>We are advertisers</b></p> <ul style="list-style-type: none"> <li>● think critically about how video is used to promote a cause</li> <li>● storyboard an effective advert for a cause</li> <li>● work collaboratively to shoot original footage and source additional content</li> <li>● acknowledge intellectual property rights</li> <li>● work collaboratively to edit the assembled content to make an effective advert.</li> </ul> <p><b>We are AI developers</b></p> <ul style="list-style-type: none"> <li>● how decision trees can be trained automatically to classify data</li> <li>● how speech recognition works</li> <li>● how a neural net recognises images</li> <li>● to train a neural net to classify images</li> <li>● to train a machine learning system to identify sentiments</li> <li>● to consider some ethical principles in designing AI systems.</li> </ul>
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<p><b>Science</b></p>	<p><b>Classifying living things</b></p> <ul style="list-style-type: none"> <li>-Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</li> <li>-Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Healthy bodies</b></p> <ul style="list-style-type: none"> <li>-Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>-Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>-Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>Evolution and inheritance</b></p> <p>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.</p> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>-Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>-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.</li> <li>-Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>-Recognise that light appears to travel in straight lines.</li> <li>-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.</li> <li>-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.</li> <li>-Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>The Titanic</b></p> <p>This topic is based around applying the working scientifically skills that they have learned so far in their science lessons, to explore some of the scientific concepts behind the Titanic, e.g. floating and sinking.</p> <p><u>Working scientifically skills</u></p> <ul style="list-style-type: none"> <li>-Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>-Take measurements, use a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>-Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>-Report and present 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.</li> </ul>
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<b>Art</b>	<b>Painting and mixed media: Portraits</b> Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media	<b>Drawing: Make my voice heard</b> Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.	<b>Sculpture and 3D: Making memories</b> Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.
<b>Artists Studied</b>	Chila Kumari Singh Burman Vincent Vangogh Frida Kahlo Sonia Boyce Njideka Akunyili Crosby	Kathe Kollwitz Pablo Picasso	
<b>D.T.</b>	<b>Structure: Playgrounds</b> Designing and creating a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils visualise objects in plan view and get creative with their use of natural features.	<b>Electrical systems: Doodlers</b> Explore series circuits further and introduce motors. Investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.	<b>Digital world: Navigating the world</b> Programming a navigation tool to produce a multifunctional device for trekkers. Combining 3D objects to form a complete product in CAD 3D modelling software and presenting a pitch to 'sell' their product.
<b>R.E.</b>	<b>What is the best way for a Muslim to show commitment to God?</b> -understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.  <b>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</b> Evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.	<b>Is anything ever eternal?</b> -evaluate different beliefs about eternity and to understand the Christian perspective on this.  <b>Is Christianity still a strong religion 2000 years after Jesus was on earth?</b> -examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.	<b>Does belief in Akhirah (life after death) help Muslims lead good lives?</b> -Identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. -challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.

<p><b>P.S.H.E.</b></p>	<p><b>Health and Wellbeing</b></p> <p><b>How can we keep healthy as we grow?</b></p> <ul style="list-style-type: none"> <li>-how mental and physical health are linked</li> <li>how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>-how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>»how to plan a healthy meal</li> <li>»how to stay physically active</li> <li>»how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>»how to benefit from and stay safe in the sun</li> <li>»how and why to balance time spent online with other activities</li> <li>»how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>»how to manage the influence of friends and family on health choices</li> </ul> </li> <li>-that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>-how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>-how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>-that health problems, including mental health problems, can build up if they are not</li> </ul>	<p><b>Living in the Wider World</b></p> <p><b>How can the media influence people?</b></p> <ul style="list-style-type: none"> <li>-how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>-that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>-how text and images can be manipulated or invented; strategies to recognise this</li> <li>-to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>-to recognise unsafe or suspicious content online and what to do about it</li> <li>-how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>-how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>-how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>-to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>-to discuss and debate what influences people’s decisions, taking into consideration different</li> </ul>	<p><b>Relationships</b></p> <p><b>What will change as we become more independent?</b></p> <p><b>How do friendships change as we grow?</b></p> <ul style="list-style-type: none"> <li>-about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>-how puberty can affect emotions and feelings</li> <li>-how personal hygiene routines change during puberty</li> <li>-how to ask for advice and support about growing and changing and puberty</li> <li>-that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>-that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>-that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>-that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>-how puberty relates to growing from childhood to adulthood</li> <li>-about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>-how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>-how friendships may change as they grow and</li> </ul>
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	<p>recognised, managed, or if help is not sought early on</p> <ul style="list-style-type: none"> <li>-that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>-that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>	viewpoints	<p>how to manage this</p> <ul style="list-style-type: none"> <li>-how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul>
<p><b>Outdoor PE</b></p>	<p><b>Invaders</b></p> <ul style="list-style-type: none"> <li>- to understand the basic rules of tag rugby.</li> <li>-to work as a team, using ball-handling skills.</li> <li>-to pass and carry a ball using balance and co-ordination.</li> <li>-to use skills learned to play a game of tag rugby.</li> <li>-to apply rules and skills learned to a game.</li> <li>-to play in a mini tag rugby competition.</li> </ul> <p><b>Supplementary</b></p> <p><i>Tag Rugby - Warm up with Tagging/Passing exercises (alternate weekly) Children to play small sided (7v7) Tag Rugby games, to be able to understand all rules including offside in preparation for school games competition. To be able to use tactics in both attacking and defensive situations and communicate with one another to implement them in play.</i></p> <p><b>Boot Camp</b></p> <ul style="list-style-type: none"> <li>-to understand how to prepare the body for exercise.</li> <li>-to understand what fitness means.</li> <li>-to complete a range of circuit-based activities and understand the reason for doing them.</li> </ul>	<p><b>Mighty Movers (Boxercise)</b></p> <ul style="list-style-type: none"> <li>-to know and understand the basic principles of a good warm-up.</li> <li>-to understand how moves can be linked together to perform more complex/challenging moves.</li> <li>-to perform and devise a sequence of movements to music.</li> </ul> <p><b>Supplementary</b></p> <p><i>Cricket - Warm up with fielding activities, children to play 7 v7 cricket games with boundaries, children to be familiar with overs and full cricket rules leading to school games competition.</i></p> <p><b>Nimble Nets</b></p> <ul style="list-style-type: none"> <li>-to demonstrate and use the correct grip of the racket and understand how to get into the ready position.</li> <li>-to use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket.</li> <li>-to understand how to serve the shuttle in order to start the game.</li> <li>-to recognise the difference between the low serve and the high serve.</li> <li>-to develop children’s ability to perform and understand the ‘overhead clear’ shot and the</li> </ul>	<p><b>Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>-to throw and catch under pressure.</li> <li>-to use fielding skills to stop the ball effectively.</li> <li>-to learn batting control.</li> <li>-to learn the role of backstop.</li> <li>-to play in a tournament and work as team, using tactics in order to beat another team.</li> </ul> <p><b>Supplementary</b></p> <p><i>Rounders – Play 7 v 7 Rounders matches, fully understand all the rules and to be able to use basic tactics in games. Leading to school games competition for both development and competitive groups.</i></p> <p><b>Young Olympians</b></p> <ul style="list-style-type: none"> <li>-to investigate running styles and changes of speed.</li> <li>-to practise throwing with power and accuracy.</li> <li>-to throw safely and with understanding.</li> <li>-to demonstrate good running technique in a competitive situation.</li> <li>-to explore different footwork patterns.</li> <li>-to understand which technique is most effective when jumping for distance.</li> </ul>

	<p>-to understand what happens to heart rate during exercise.</p> <p>-to complete a circuit that includes activities previously practised.</p> <p>-to complete a circuit that includes activities previously practised involving balance and co-ordination.</p> <p><b>Supplementary</b></p> <p><i>Netball – Passing and small sided 2v2 games as warm ups before extended 7v7 position specific games, outcome to understand all 7 positions of netball and be competent with all rules, leading to school games competition for both development and competitive groups.</i></p>	<p>impact that playing the overhead clear can have on winning points during game play.</p> <p>-to understand that the drop shot is an attacking shot, and why.</p> <p>-to know where the drop should be aimed for, for it to be most productive, and why.</p> <p>-to understand how to use different shots to outwit an opponent in a game.</p> <p>-to develop knowledge, understanding and principles within a doubles game, including tactics and strategies used.</p> <p><b>Supplementary</b></p> <p><i>Sportshall Athletics – Fully understand the correct techniques to improve speed when turning in all Sportshall athletics events, both track and field. Leading to school games competition for both development and competitive groups.</i></p>	<p>-to utilise all the skills learned in this unit in a competitive situation.</p> <p><b>Supplementary</b></p> <p><i>Athletics – Recap all primary athletics program learnt in year 5 including both track and field events, children expected to know the correct techniques to improve field events and how to get maximum speed in sprint events. Leading to school games competition.</i></p>
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<p><b>Indoor PE</b></p>	<p><b>Gym Sequences</b></p> <ul style="list-style-type: none"> <li>-to identify and practise gymnastic shapes and balances.</li> <li>-to identify and practise symmetrical and asymmetrical body shapes.</li> <li>-to construct sequences using balancing and linking movements.</li> <li>-to use counterbalances and incorporate them into a sequence of movements.</li> <li>-to perform movements in canon and in unison.</li> <li>-to perform and evaluate own and others' sequences.</li> </ul> <p><b>Step to the beat</b></p> <ul style="list-style-type: none"> <li>-to understand the value of aerobic exercise.</li> <li>-to learn how to measure heart rate and note any changes.</li> <li>-to perform aerobic activity to music.</li> <li>-to understand the value of aerobic exercise.</li> <li>-to practise and apply a sequence of step moves to the beat of the music.</li> <li>-to understand the value of step-based exercise.</li> <li>-to understand the value of aerobic exercise. -to devise a sequence of step-based activities to music.</li> </ul>	<p><b>Cool Core (Pilates)</b></p> <ul style="list-style-type: none"> <li>-to identify exercises that will improve core strength and stability.</li> <li>-to apply balance techniques when performing cool core exercises.</li> <li>-to perform cool core exercises of increased difficulty with balance.</li> <li>-to create original cool core moves.</li> <li>-to demonstrate balance and co-ordination.</li> <li>-to perform others' sequences with control and balance.</li> </ul> <p><b>Fitness Frenzy</b></p> <ul style="list-style-type: none"> <li>-to complete a circuit that includes different aerobic activities.</li> <li>-to perform and devise a sequence of movements to music.</li> <li>-to understand the value of aerobic exercise.</li> <li>-to devise a sequence of step-based activities to music.</li> <li>-to plan a personal programme.</li> <li>-to perform others' sequences with control and balance.</li> <li>- to perform a sequence of moves at each station within a circuit with increased accuracy.</li> </ul>	<p><b>Gym Fit Circuits</b></p> <ul style="list-style-type: none"> <li>-to plan a personal programme.</li> </ul> <p><b>Dynamic Dance</b></p> <ul style="list-style-type: none"> <li>-to identify and practise the patterns and actions in a street dance style.</li> <li>-to demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>-to create a dance that represents a street dance style.</li> <li>-to create a dance as a group, using any street dance moves.</li> <li>-to perform and analyse own and others' performance.</li> </ul>
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<b>French</b>	Phonetics 1-3 Presenting Myself My Family		The Date Do You Have a Pet?		My Home Clothes	
<b>Music</b>	<b>Music and Technology</b> How does music bring us together?	<b>Developing Ensemble Skills</b> How Does Music Connect Us with Our Past?	<b>Creative Composition</b> How Does Music Improve Our World?	<b>Musical Styles Connect Us</b> How Does Music Teach Us About Our Community?	<b>Improvising with Confidence</b> How Does Music Shape Our Way Of Life?	<b>Farewell Tour</b> How Does Music Connect Us with the Environment?
<b>Cooking</b>					Quorn mince curry	
<b>Trips / Visitor</b>			Anglo-Saxon / Viking visitor		Astley Burf Residential	
<b>Texts used</b>	Flood – Alvaro F. Villa Floodland – Marcus Sedgwick Beowulf – Michael Morpurgo		Viking Boy – Tony Bradman The Boy in the Tower – Polly Ho-yen		Mohinder's War – Bali Rai Romeo and Juliet – Martin Waddell	