







## Year 6 Curriculum Plan

Subject	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	See English Long-Term Plan on website					
Maths	See Maths Long-Term Plan on website					
History	<p><b>Ancient Greece:</b>            KQ1 - How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?            KQ2 - What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?            KQ2 Part 2 – What was life like for women in Ancient Greece?            KQ3 - Why was Athens able to be so strong at this time?            KQ4 - What was so special about life in 5th Century BC Athens that makes us study it? KQ5 - What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? KQ6 - In what ways have the Ancient Greeks</p>	Geography this half term	<p><b>Mayan Civilisation:</b>            KQ1 - Why do you think we study the Mayan empire in school? KQ2 - When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong?            KQ3 - What was life like at the height of the Mayan civilization? KQ4 - How can we possibly know what it was like there 1,000 years ago? KQ5 - If the Maya were so civilized, why then did they believe in human sacrifice?            KQ6 - How can we solve the riddle of why the Mayan empire ended so quickly?</p>	Geography this half term	<p><b>Black and British:</b>            KQ1 - How shall we tell the story of the first Black people in Britain?            KQ2 – What does the evidence tell us about the role of Black people in Tudor society?            KQ3 - What difference did the slave trade make to the experiences of Black people in Britain? KQ4 - When Black people rushed to enlist why has Black peoples’ role in World War One and Two rarely been celebrated?            KQ5 - From Windrush to “Notting Hill”: what was the experience of the first post-war Black immigrants?            KQ6 - How far has life improved for Black people living in Britain in the last 60years?</p>	Geography this half term

	influenced our lives today?					
Geography	History this half term	<p><b>Topic:</b> South America: The Amazon</p> <p><b>Enquiry Q:</b> What is life like in the Amazon? <b>Main curriculum focus:</b> Understand similarities and differences of a region of the UK, and a region within South America</p> <p><b>National curriculum aims coverage:</b> ü 2a. 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. ü 2b. 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</p>	History this half term	<p><b>Topic:</b> Protecting the Environment <b>Enquiry Q:</b> Are we damaging our world? <b>Main curriculum focus:</b> Describe and understand aspects of human geography, including settlement and land use <b>National curriculum aims coverage:</b> ü 2a. 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. ü 2ei. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ü 2eii. Describe and understand key aspects of human geography including types of settlement</p>	History this half term	<p><b>Topic:</b> Our World in the Future <b>Enquiry Q:</b> How will our world look in the future? <b>Main curriculum focus:</b> Name and locate counties and cities of the UK, and understand how some aspects have changed over time <b>National curriculum aims coverage:</b> ü 2b. 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. ü 2ei. Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>

		Meridian and time zones		and land use, economic activity		
Science	<p><b>Light</b> Recognise that light appears to travel in straight lines *use the idea that light travels in straight lines.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p><b>Electricity</b> 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</p>	<p><b>Animals including humans</b> 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</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p><b>Living things and their habitats</b> 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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Evolution and inheritance</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	
	<p><b>Working scientifically:</b> 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 a 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</p>					

<p>RE</p>	<p><b>Christianity</b> How do Christians show their belief that Jesus is God incarnate?</p> 	<p><b>Islam</b> How does Tawhid create a sense of belonging to the Muslim community?</p> 	<p><b>Hinduism</b> How do questions about Brahman and atman influence the way a Hindu lives?</p> 	<p><b>Buddhism</b> How does the Triple Refuge help Buddhists in their journey through life?</p> 	<p><b>Christianity</b> Should believing in the resurrection change how Christians view life and death?</p> 	<p><b>Christianity</b> How do Christians try to capture the mystery of God as Trinity?</p> 
<p>Art and Design</p>	<p><b>Craft and design: Photo opportunity</b> Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images.</p>	<p><i>DT this half term</i></p>	<p><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</p>	<p><i>DT this half term</i></p>	<p><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.</p>	<p><i>DT this half term</i></p>
<p>Design Technology</p>		<p><b>Textiles: Waistcoats</b> Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a person or purpose of their choice.</p>	<p><i>Art this half term</i></p>	<p><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 plain view and get creative with their use of natural features.</p>	<p><i>Art this half term</i></p>	<p><b>Digital world:</b> Navigating the world. Programming a navigation tool to produce a multifunctional device</p>

Computing	Computing Systems and Networks Bletchley Park (Microsoft Office 365)		Programming Intro to Python		Data Handling Big Data 1	
Music		<b>Advanced rhythms</b>		<b>Theme and variation: pop art</b>		<b>Composing and performing</b>
RSE/Life Skills	RSE: My relationships SCARF: Me and my relationships	RSE: My feelings SCARF: Being my best	RSE: My beliefs SCARF: Valuing difference	RSE: My rights and responsibilities SCARF: Rights and respect	RSE: My body SCARF: Growing and changing	RSE: Asking for help SCARF: Keeping safe
	Extra: <b>Sun Safety and Basic First Aid</b>					
PE	Quick Sticks	Gymnastics	Basketball	Invasion games	Dance	Athletics