

**Warren Wood Primary Academy**  
**Year 6 curriculum overview**

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic:</b>	<b>Victorians</b>		<b>World War 2</b>		<b>Mayan civilization</b>	<b>Transition</b>
<b>Key Question (Intent)</b>	How does life in Victorian times differ from today?		How and why does conflict occur?		<i>What are key features of the Maya civilization?</i>	How can I prepare myself for the world of work?
<b>English (core texts)</b>	<i>Street Child</i> <i>A Christmas Carol</i>		<i>Goodnight Mr Tom</i> <i>Rose Blanche</i>		<i>Storm Breaker</i>	The Highway Man
<b>Writing genres</b>	<i>Diary entry</i> <i>Persuasive writing</i>		<i>Narrative (1<sup>st</sup> person/monologue)</i> <i>Newspaper report</i> <i>Setting description</i>		<i>Advert</i> <i>Narrative</i>	<i>Poetry</i>
<b>Curriculum writing opportunities</b>	<i>Balanced Argument</i>		<i>Instructions</i>		<i>Non-chronological report</i>	<i>Explanation</i> <i>(link to careers/life at Warren Wood/autobiography)</i>
<b>Maths (WhiteRose)</b>	<i>Recap KS2 skills</i> <i>Place Value</i> <i>Addition and subtraction</i> <i>Multiplication and division A</i>		<i>Recap KS2 skills</i> <i>Reasoning</i> <i>Multiplication and division B</i> <i>Length and perimeter</i> <i>Fraction</i> <i>Decimals A</i> <i>SATS prep</i>		<i>Recap KS2 skills</i> <i>Reasoning</i> <i>Decimals B</i> <i>Money</i> <i>Time</i> <i>Shape</i> <i>SATS prep</i>	
<b>Science</b>	<p style="text-align: center;"><b>Electricity &amp; Evolution and Inheritance</b></p> <p>I can show that the brightness of a lamp or the volume of a buzzer depends on the number and voltage of cells used in the circuit.</p> <p>I can 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.</p> <p>I can draw a diagram using recognised symbols to represent a simple circuit.</p> <p>I can explain that the kinds of living things that live on the Earth now are different from those that inhabited the Earth millions of years ago and that fossils provide this information.</p> <p>I can explain that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>I can give examples of how animals and plants are adapted to suit their environment in different ways and can explain that adaptation may lead to evolution.</p> <p>I can find things out using a wide range of secondary sources of information.</p> <p>I can use scientific language and ideas to explain, evaluate and communicate my methods and findings.</p>		<p style="text-align: center;"><b>Light</b> <b>Scientists and inventors</b></p> <p>I can show that light appears to travel in straight lines.</p> <p>I can explain that light travels in straight lines and that objects are seen because they give out or reflect light into the eye.</p> <p>I can demonstrate that light travels in straight lines to show why shadows have the same shape as the objects that cast them.</p> <p>I can demonstrate and 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>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>I can take accurate measurements, using a range of scientific equipment taking repeat readings when appropriate.</p> <p>I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>I can use test results to make predictions to set up further comparative and fair tests.</p> <p>I can 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.</p> <p>I can identify scientific evidence that has been used to support or refute ideas or arguments.</p>		<p style="text-align: center;"><b>Living things and their habitats</b></p> <p>I can give reasons for classifying plants and animals based on specific characteristics.</p> <p>I can describe how plants, animals and micro-organisms are classified into broad groups according to common observable characteristics and based on similarities and differences.</p> <p>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>I can recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions.</p> <p>I can describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>I can describe and evaluate my own and other people's scientific ideas using evidence from a range of sources.</p> <p>I can group and classify things and recognise patterns.</p>	

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<p><b>History</b></p>	<p style="text-align: center;"><b>Bader History Study – Post-1066 study</b></p> <p>I can place the period of time being studied on a timeline in relation to other periods studied. I can use relevant dates and terms. I can sequence up to 10 events on a timeline. I know some key dates, characters and events of the time studied. I know about beliefs, behaviour and characteristics of people in the past, recognising that not everyone shares the same views and feelings. I can confidently use the library and internet for research. I can recognise primary and secondary sources. I can use a range of sources to find out about an aspect of life in the past I can communicate my knowledge and understanding through:</p> <ul style="list-style-type: none"> <li>• working independently and in groups showing initiative</li> <li>• selecting an aspect of study to make a display <ul style="list-style-type: none"> <li>• extended writing</li> </ul> </li> </ul>	<p style="text-align: center;"><b>British History- Local History study</b></p> <p>I can place the period of time being studied on a timeline in relation to other periods studied. I can use relevant dates and terms. I can sequence up to 10 events on a timeline. I know some key dates, characters and events of the time studied. I can compare beliefs and behaviour of people in the past with another time studied. I can write an explanation of a past event, showing that I know about cause and effect, and use evidence to support and illustrate my explanation. I can consider ways of checking the accuracy of interpretations – is it fact, fiction or opinion? I can bring knowledge gathered from several sources together in a fluent account I can communicate my knowledge and understanding through:</p> <ul style="list-style-type: none"> <li>• fitting events into a display sorted by theme/ time <ul style="list-style-type: none"> <li>• using appropriate terms</li> </ul> </li> <li>• matching dates to people and events</li> <li>• gathering information from several sources together in a fluent account.</li> </ul>	<p style="text-align: center;"><b>Broader History -Non-European Society</b></p> <p>I know some key dates, characters and events of the time studied. I can demonstrate that different evidence will lead to different conclusions. I can suggest omissions from accounts of the past and the means of finding out. I can recognise primary and secondary sources. I can use a range of sources to find out about an aspect of life in the past. I can link different sources and work out how conclusions were arrived at. I can bring knowledge gathered from several sources together in a fluent account I can communicate my knowledge and understanding through:</p> <ul style="list-style-type: none"> <li>• gathering information from several sources together in a fluent account</li> </ul>
<p><b>Geography</b></p>	<p style="text-align: center;"><b>Geographical Knowledge &amp; Fieldwork</b></p> <p>I can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including detailed sketch maps, complex plans and graphs, and digital technologies.</p>	<p style="text-align: center;"><b>Geographical Knowledge &amp; Locality Unit</b></p> <p>I can make links with local History and map how land use has changed in the local area over time. I can discuss the distribution of natural resources focussing on energy, food, minerals and water. <i>e.g. link with coal mining/ climate change</i> I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied I can use up to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p>	<p style="text-align: center;"><b>Geographical Knowledge &amp; Locality Unit</b></p> <p>I can, on a world map, locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities I can compare a region in UK with a region in N. or S. America with significant differences and similarities. <i>Eg. Link to Fairtrade</i> Understand some of the reasons for similarities and differences. I can describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>
<p><b>Art Inc. Artist</b></p>	<p style="text-align: center;"><b>Artist: William Morris</b></p> <p><i>I can explain how historical and cultural developments have affected art movements, artworks and change in practice.</i></p> <p><i>I can work on sustained drawings using close observation skills.</i></p> <p><i>I can develop skills in a range of medium and materials for painting.</i></p> <p><i>I can develop printing with motifs and colour.</i> <i>I can apply techniques and explain my reasons for choosing techniques in my artwork and their suitability to conveying my ideas.</i></p>	<p style="text-align: center;"><b>Artist: Henry Moore</b></p> <p><i>I can explain how historical and cultural developments have affected art movements, artworks and change in practice.</i></p> <p><i>I can develop a sculpture from preparatory tests and drawn plans.</i></p> <p><i>I can develop using shape, form and construct using a variety of recycled, manmade and natural materials.</i> <i>I can evaluate artworks in depth using technical language whilst making comparisons between artworks and techniques.</i></p> <p><i>I can improve and refine my own artwork and advise others based on artistic, technical and visual knowledge.</i></p>	<p style="text-align: center;"><b>Artist: Frederick Catherwood</b></p> <p><i>I can use a range of techniques to show direction of light, tone, shadow in order to enhance artworks.</i></p> <p><i>I can work on sustained drawings using close observation skills.</i></p> <p><i>I can develop my use of perspective, scale and proportion.</i> <i>I can mix and match colours to create atmosphere and light effects.</i></p> <p><i>I can refine my skills in clay using slab, coils and slip.</i></p> <p><i>I can realise completed works from original ideas, drawing inspiration from first hand observation, experience, imagination and artworks.</i></p>
<p><b>DT</b></p>	<p style="text-align: center;"><b>Designer: Thomas Edison</b> <b>Electrical systems: More Complex Switches and Circuits</b></p> <p>I can use research to identify and understand user needs. I can begin to reformulate ideas when problems arise during the design/making process. I can develop and communicate my design ideas using annotated sketches, detailed plans, 3D modelling, oral and digital presentations. I can draw up a specification for my design-link with Science and Mathematics. I can plan the order of my work, choosing appropriate materials, tools and techniques. I can select from and use a wide range of combined materials, components, taking into account their properties. I can analyse the work of past and present designers to develop and broaden my understanding.</p>	<p style="text-align: center;"><b>Designers: Jack Drummond and Wilson Jameson</b> <b>Food: celebration culture and seasonality</b></p> <p>I understand the importance of healthy eating on our physical bodies and mental wellbeing. I understand the nutrition value of different types of food. I can compare nutritional values of different food items. I know how recipes need to be adapted because of money and resources. I know that all food has to be grown, reared and caught in the UK, Europe and the Wider World. I know how to prepare and cook a variety of dishes safely and hygienically and sometime use a heat source.</p>	<p style="text-align: center;"><b>Designer:</b> <b>Frame Structure: Mayan Temple</b></p> <p>I can carry out research into user needs from web-based resources. I can develop a simple design specification to guide the development of my ideas and products, taking account of constraints including time, resources and cost. I can generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. I can formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used.</p>

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	<p>I can test and refine my ideas against a given specification. I understand how electrical systems can be used within my products.</p>		<p>I know how to use to a range of techniques such as peeling, cutting, and grating, mixing, spreading, kneading and baking. I can analyse the work of past and present designers to develop and broaden my understanding.</p>		<p>I can competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. I can use finishing and decorative techniques suitable for the product I are designing and making. I can investigate and evaluate a range of existing frame structures. I can critically evaluate my product against my design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</p>	
<b>Computing</b>	<p><b>Computing Systems and Networks</b></p> <p>To identify how to use a search engine To describe how search engines select results To explain how search results are ranked To recognise why the order of results is important, and to whom To recognise how we communicate using technology To evaluate different methods of online communication</p>	<p><b>Creating Media - 3D Modelling</b></p> <p>To use a computer to create and manipulate three-dimensional (3D) digital objects To compare working digitally with 2D and 3D graphics To construct a digital 3D model of a physical object To identify that physical objects can be broken down into a collection of 3D shapes To design a digital model by combining 3D objects To develop and improve a digital 3D model</p>	<p><b>Creating Media - Web page creation</b></p> <p>To review an existing website and consider its structure To plan the features of a web page To consider the ownership and use of images (copyright) To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people</p>	<p><b>Data and Information – Spreadsheets</b></p> <p>To identify questions which can be answered using data To explain that objects can be described using data To explain that formulas can be used to produce calculated data To apply formulas to data, including duplicating To create a spreadsheet to plan an event To choose suitable ways to present data</p>	<p><b>Programming A - Variables in games</b></p> <p>To define a 'variable' as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project</p>	<p><b>Programming B – Sensing</b></p> <p>To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use a conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device</p>
<b>PSHE / RSE</b>	<p><b>VIPS</b></p> <p><i>I can explain how VIPs who love and care for each other should treat each other. I can maintain respect whilst discussing topical issues. I can explain when it is right and when not to keep a secret. I can recognise healthy and unhealthy relationships.</i></p> <p><b>Black History Month</b></p> <p>I can discuss in depth the differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations</p>	<p><b>Be yourself.</b></p> <p><i>I can identify personal strengths, skills and achievements and how these contribute to my self-worth. I can keep myself safe and recognise peer pressure. I understand that others have different opinions. I understand that everyone is unique.</i></p> <p><b>Road Safety Week</b></p> <p>I can explain why different places have different rules</p>	<p><b>It's my body.</b></p> <p><i>I know what can affect mental health and how to care for myself. I can discuss how to manage change, loss and bereavement. I know regulations and can make informed choices. I understand drug use, the law surrounding it and the media portrayal. I understand what a positive body image is</i></p> <p><b>Random acts of kindness and friendship week</b></p> <p>I can explore ways I can support other people's right to live in freedom and individual liberty</p>	<p><b>One world.</b></p> <p><i>I understand the relationship between rights and responsibilities. I can care for living things and the world. I can make choices which make the world a better place to live. I have compassions.</i></p>	<p><b>Money Matters.</b></p> <p><i>I know about money and financial risks. I understand different influences and attitudes to money. I understand the impact spending has on our environment. I can make informed choices. I can express an opinion.</i></p> <p><b>Mental health awareness week</b></p> <p><i>I know what can affect mental health and how to care for myself.</i></p>	<p><b>Growing up.</b></p> <p><i>I can describe how the body changes during puberty and how to look after our changing body. I know humans reproduce and give birth. I am increasing my independence. I understand what is meant by attraction to others and different romantic relationships. I understand civil partnerships and marriage. I recognise and manage pressure. I understand what is meant by consent. I can maintain respect whilst discussing topics. I can identify external and internal reproductive organs in males and females.</i></p>
<b>Physical Education</b>	Tri – Golf Hockey	Basketball	Handball Dance Tag Rugby Netball	Gymnastics Kwik Cricket	Badminton Swimming Sports prep Athletics	
<i>Subject to change depending on local sports events.</i>						
<b>Music</b>	Learning songs for Young Voices	Continuing to learn songs for and performing in Young Voices			Rehearsing and performing a leavers' song and a show	
	Music Tech	Music Tech	Music Tech	Music Tech	Music Tech	

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<b>Religious Education</b>	<p>Islam Beliefs and Practices <i>What is the best way for a Muslim to show commitment to God?</i></p>	<p>Christianity Christmas <i>How significant is it that Mary was Jesus' mother?</i></p> <hr/> <p>Christianity Christmas <i>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</i></p>	<p>Christianity Beliefs and Meaning <i>Is anything ever eternal?</i></p>	<p>Christianity Easter <i>Is Christianity still a strong religion 2000 years after Jesus was on earth?</i></p>	<p>Islam (This enquiry is taught in 2 sections over the term) Beliefs and moral values Does belief in Akhirah (life after death) help Muslims lead good lives?</p>	
<b>Modern Foreign Languages</b>	Notre école (Our school)	Notre monde (The world around us)	Le passé et le present (Then and now)	Ici et là (Out and about)	Monter un café (Setting up a café)	Quoi de neuf? (What's in the news?)