

Year Group Curriculum Half Termly Overviews

Year 6 – Spring 1

Topic Title: Votes for Women!

The Hook <i>How is the topic going to be launched?</i> Separate the boys and girls, giving the girls fun and exciting practical activities and responsibilities, and only letting the boys do the cleaning up or getting equipment ready for the girls. Discussions about the different roles and how they make you feel. Link to PSHE. Link to women's rights at the turn of the century, inc rules for women's conduct in professions such as teaching, and suffragettes.							
	National Curriculum Learning Objective	Key Knowledge	Key Skills	Taught Vocabulary	Outdoor learning opportunities (experience beyond the classroom)	Visit or visitor	Key text
Literacy	<p>Identify the audience for and purpose of the writing, selecting the appropriate form.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use organisational and presentational devices to structure text and to guide the reader.</p>	<p>Understand the five-part structure of a story (introduction, build up, dilemma, resolution, ending).</p> <p>Understand the key features of non-fiction texts (non-chronological reports, instruction, persuasion, debate, argument) such as organisation, layout and structure.</p> <p>Understand how figurative language is used to create imagery and effect in poetry.</p> <p>Develop a sophisticated knowledge of grammar and punctuation and how it is used in complex texts.</p>	<p>Select vocabulary that suits the style of writing.</p> <p>Use punctuation effectively to enhance meaning.</p> <p>Create emotion in a piece of writing to engage the reader.</p>	<p><u>Composition</u> Simile, metaphor, personification, onomatopoeia, imagery, suspense, tension, effect, humour, characterisation,</p> <p><u>Punctuation</u> Apostrophe, comma, dash, hyphen, bracket, colon, semi-colon, ellipsis, inverted comma, full stop, question mark, exclamation mark</p> <p><u>Grammar</u> Passive voice, active voice, modal verb, relative clause, subordinate clause, main clause, perfect tense, progressive tense, adverb, adverbial phrase, noun phrase</p> <p><u>Spelling</u> Morphology, etymology, prefix, suffix, pattern, family</p>		N/A	<p>"Suffragette" by Carol Drinkwater</p> <p>Non-fiction texts on the Suffragettes</p> <p>"Macbeth" by William Shakespeare</p>
History	<p>A study of an aspect or theme in British history that extends pupil's chronological</p>	<p>Study of the Suffrage movement during the early part of the 20th century.</p> <p>Key areas of study will include:</p>	<p>Develop a chronologically secure knowledge and understanding of British, local</p>	<p>right to vote, election, government, Member of Parliament, House of Commons,</p>			<p>"Suffragette" by Carol Drinkwater</p>

	knowledge beyond 1066.	<ul style="list-style-type: none"> - democracy and the changing role of women in society; the origins of the suffragette movement, - famous women of the suffragettes movement including Emmeline Pankhurst, Millicent Fawcett, Edith Garrud, Emily Davison; - protests and affirmative action taken to move the suffrage issue into the mainstream; - inequality and discrimination that existed in early 20th century Britain including lack of opportunities for women; - changes to the laws of Britain such as the Representation of the People Act in 1918, Cat 'n' Mouse Act 1913. 	<p>and world history, establishing clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	society, suffrage, Suffragettes, movement, social, political, politics,			
Geography	N/A						
Science	<p>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.</p> <p>Give reasons for classifying plants</p>	<p>CLASSIFYING LIVING THINGS: As the children study animal classifications, discuss: why do we classify? How does classification help us understand the natural world? Scientists have divided living things into five large groups called kingdoms, as follows: Plant, Animal, Fungus (Mushrooms, yeast, mould, mildew), Protist (algae, protozoans, amoeba, euglena), Prokaryote (blue-green algae, bacteria).</p> <p>Each Kingdom is divided into smaller groupings as follows: Kingdom, Phylum, Class, Order, Family, Genus, Species,</p>	<p>Plan different types of scientific enquiries to answer questions.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p>	<p>Plant Animal Fungus (Mushrooms, yeast, mould, mildew) Protist (algae, protozoans, amoeba, euglena) Prokaryote (blue-green algae, bacteria) Kingdom Phylum Class Order Family Genus</p>	Field work – observe, identify and classify the organisms found around the school grounds.		

	<p>and animals based on specific characteristics.</p>	<p>Variety. When classifying living things, scientists use special names made up of Latin words (or words made to sound like Latin words), which help scientists around the world understand each other and ensure that they are using the same names for the same living things.</p> <p>CELLS: STRUCTURES AND PROCESSES All living things are made up of cells. Structure of cells (both plant and animal). Cell membrane: selectively allows substances in and out. Nucleus: surrounded by nuclear membrane, contains genetic material, divides for reproduction. Cytoplasm contains organelles, small structure that carry out the chemical activities of the cell, including mitochondria (which produce the cell's energy) and vacuoles (which store food, water, or wastes). Plant cells, unlike animal cells, have cell walls and chloroplasts. Cells without nuclei: monerans (bacteria). Some organisms consist of only a single cell: for example, amoeba, protozoans, some algae. Cells are shaped differently in order to perform different functions. Organisation of cells into tissues, organs, and systems: In complex organisms, groups of cells form tissues (for example: in animals, skin tissue or muscle tissue; in plants, the skin of an onion or the bark of a tree). Tissues with similar functions form organs (for example: in some animals, the heart, stomach, or brain; in some plants, the root or flower). In complex organisms, organs work together in a system (recall, for example, from earlier studies of the human body, the digestive, circulatory, and respiratory systems).</p> <p>TAXONOMIES: Introduce an example of how an animal is classified, in order for students to become familiar with the system of classification, not to memorise specific names. For example, a collie dog is classified as follows: Kingdom: Animalia Phylum: Chordata (Subphylum: Vertebrata) Class: Mammalia (mammal) □ Order: Carnivora (eats meat) Family: Canidae (a group with doglike</p>	<p>Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Present findings from enquiries, including conclusions, causal relationships, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Species Variety</p>			
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		<p>characteristics) Genus: Canis (a coyote, wolf, or dog) Species: Familiaris (a domestic dog) Variety: Collie (a breed of dog)</p> <p>SCIENCE BIOGRAPHIES Carl Linnaeus (botanist and 'Father of taxonomy' who standardised the classification system)</p>					
PSHE		<p>LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people (L1) that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment (L7) to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others (L18) 	<p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p> <p>Discernment in evaluating the arguments and opinions of others)</p> <p>Recognising, evaluating and utilising strategies for managing influence</p> <p>Separating fact and reasoned argument from rumour, speculation and opinion</p> <p>Identify links between values and beliefs, decisions and actions</p> <p>Strategies for identifying and accessing appropriate help and support</p> <p>Empathy and compassion</p>	<p>Discussion, debate, topical issues, problems, events, rights, duties, home, school, environment, media, social media, information, forwarding</p>			

RE	To begin to investigate the ways in which people from religious and non-religious perspectives try to answer the question of how the world began.	How did it all begin? (6-8hrs - Additional Unit) Many people believe that God can be discovered through the awe and beauty of nature. Some religions teach that the world was created by God, other religions and cultures have creation stories which teach stewardship of the natural world. People who are not religious believe that the world came into being through natural processes and that science offers the best way to understand these.	Evaluate a range of sources Compare their own ideas with those of others. Explain possible reasons why people choose to believe in God and other don't. Describe similarities and differences between the stories of creation. Express their own views on creation and how this may impact their lives.	creation religion Earth world humanity Christian Jew Muslim faith God belief opinion fact		Visit to a local church .	A range of creation stories. The Lion Story-Teller Bible The New Internation Bible
Art & DT	To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history.	Suffrage posters. Explore colour mixing, application and typography. Producing banners and suffrage posters. Explore the work of Sylvia Pankhurst, Emily Lowndess and Nina E Allender.	Create pieces of art that explore the use of hue, tint, tone, shade and/or mood. Colour for purposes. Explore how to use colour to reflect mood.	colour hue tint tone shade render apply type font design			
The end product <i>How will the topic be drawn to a conclusion? (e.g. art gallery, performance, parental engagement)</i> Protest about an issue relevant to them in school							

Year Group Curriculum Half Termly Overviews

Year 6 – Spring 2

Topic Title: The Americas

The Hook *How is the topic going to be launched?*

Mayan workshop

	National Curriculum Learning Objective	Key Knowledge	Key Skills	Taught Vocabulary	Outdoor learning opportunities (experience beyond the classroom)	Visit or visitor	Key text
Literacy	<p>Identify the audience for and purpose of the writing, selecting the appropriate form.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Use organisational and presentational devices to structure text and to guide the reader.</p>	<p>Understand the five-part structure of a story (introduction, build up, dilemma, resolution, ending).</p> <p>Understand the key features of non-fiction texts (non-chronological reports, instruction, persuasion, debate, argument) such as organisation, layout and structure.</p> <p>Understand how figurative language is used to create imagery and effect in poetry.</p> <p>Develop a sophisticated knowledge of grammar and punctuation and how it is used in complex texts.</p>	<p>Select vocabulary that suits the style of writing.</p> <p>Use punctuation effectively to enhance meaning.</p> <p>Create emotion in a piece of writing to engage the reader.</p>	<p><u>Composition</u> Simile, metaphor, personification, onomatopoeia, imagery, suspense, tension, effect, humour, characterisation,</p> <p><u>Punctuation</u> Apostrophe, comma, dash, hyphen, bracket, colon, semi-colon, ellipsis, inverted comma, full stop, question mark, exclamation mark</p> <p><u>Grammar</u> Passive voice, active voice, modal verb, relative clause, subordinate clause, main clause, perfect tense, progressive tense, adverb, adverbial phrase, noun phrase</p> <p><u>Spelling</u> Morphology, etymology, prefix, suffix, pattern, family</p>		N/A	<p>The Explorer by Katherine Rundell</p> <p>'The Legend of El Dorado' Read Write Perform pack</p>

<p>History</p>	<p>The achievements of the earliest civilisations. An in depth study of a non-European society that provides contrasts with British history – Mayan civilisation.</p>	<p>Indigenous peoples: Maya (Mexico, Guatemala), Quechua (Peru, Ecuador, Bolivia). Music and dancing: salsa, bachata, merengue, tango. Biodiversity of animals: Galapagos Islands of Ecuador; Amazon Rainforest. History, Ancient Inca civilization: Machu Picchu, Pisac ruins, Nazca Lines. Colonisation from 1493, primarily by Spain and Portugal. Legend of El Dorado. Independence of many countries in the 19th century, but lasting impact of colonisation</p>	<p>To develop an understanding of British and world history and how this relates to our lives now.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>(Maya) Chichen Itza Pok a Tok Stele Hieroglyphs Yucatan Peninsula</p>	<p>Learn to play Pok a Tok</p>		
<p>Geography</p>	<p>To 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.</p>	<p>SPATIAL SENSE READ MAPS AND GLOBES USING LONGITUDE AND LATITUDE, COORDINATES, DEGREES □ Time zones: Prime Meridian (0 degrees); Greenwich, England; 180° Line (International Date Line), Arctic Circle (imaginary lines and boundaries) and Antarctic Circle. From a round globe to a flat map o Mercator projection, Gall-Peters projection, conic and plane projections Terms: glaciers, industry, agriculture, services, tourism, recreation, tundra, steppe.</p> <p>WORLD GEOGRAPHY NORTH AMERICA:</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the</p>	<p>Globe Map Coordinate Degrees international national latitude longitude glaciers industry agriculture services tourism reaction tundra steppe climates</p>	<p>Orienteering to practice using maps.</p> <p>Making and exploring maps of the school grounds.</p>		

	<p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>	<p>Introduce pupils to the North American continent.</p> <p>USA, CANADA, MEXICO Climates: Arid, humid temperate, humid cold, tundra, Mediterranean (California/Southern Florida). Landscape: Rocky Mountains, Appalachian Mountains, plains, prairies, Great Lakes (Superior, Huron, Michigan, Erie, Ontario) Important rivers: Mississippi and major tributaries (for example, Missouri River), Mackenzie, Yukon, Lawrence. People and culture: Indigenous Native American communities. European settlers. Latino settlers. Asian settlers. The USA as a nation of immigrants, melting pot of cultures. The United States. 48 continuous states, plus Alaska and Hawaii, Canada, French and British heritage. French-speaking Quebec. Divided into provinces Settlements: New York City, Washington D.C., Chicago, Los Angeles, San Francisco, Boston, Houston, Miami, Seattle, Montreal, Toronto, Vancouver, Mexico City. Economic activity. The USA as the largest economy in the world. American consumption (houses, cars, energy). Migrant labour from Latin American countries</p> <p>SOUTH AMERICA AND CENTRAL AMERICA: South American countries: Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Falkland Islands (UK), French Guiana, Guyana, Paraguay, Peru, Suriname, Uruguay, Venezuela. Central American countries: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama. Important geographical features: Panama Canal, Amazon River, Amazon rainforest, Andes mountains, Patagonia, Galapagos Islands.</p>	<p>local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>biomes immigrant economy</p>			
Science							
PSHE		<p>LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT) (L14) that resources can be allocated in different ways and that these economic choices affect individuals, 	<p>Identification, assessment (including prediction) and management of positive and negative risk to self and others</p>	<p>Money, interest, loan, tax, debt, resources, sustainability, economics, choices, environment, enterprise, entrepreneurs</p>			<p>"The Unlikely Time Traveller" by Janis Makay</p>

		<p>communities and the sustainability of the environment (L15)</p> <ul style="list-style-type: none"> what is meant by enterprise and begin to develop enterprise skills (L16) 	<p>Formulating questions</p> <p>Assessing the validity and reliability of information</p> <p>Identify links between values and beliefs, decisions and actions</p> <p>Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence</p> <p>Empathy and compassion</p> <p>Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</p>				
RE	Investigate the reasons why Christians believe that Jesus died.	<p>Easter – Did Jesus have to die? (3-4hrs)</p> <p>To learn that Christians believe that</p> <ul style="list-style-type: none"> Jesus died as an atonement for sin. Jesus chose to die. That Jesus died to show how much God loved people. That Jesus’ death reconciled people to God. 	<p>Select information to support their thinking.</p> <p>Research the Easter story from the Bible.</p> <p>Make links between Jesus’ death and the</p>	<p>atonement</p> <p>sin</p> <p>reconcile</p> <p>redeem</p> <p>death</p> <p>resurrection</p> <p>Bible</p>		A visit to a local church	<p>The Lion Story-Teller Bible</p> <p>The New Internation Bible</p>

		Adam, Eve, Christmas, Easter – what are the connections? (5-6hrs)	<p>themes that he taught.</p> <p>Contribute to discussion and develop arguments about concepts being taught.</p> <p>Compare their own ideas with those of others.</p>				
Art & DT	<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To learn about great artists, architects and designers in history.</p>	<p>El Dia de los muertos – sugar skulls.</p> <p>Mayan art – headdresses, sculptures and architecture.</p>	<p>Plan, develop and share ideas.</p> <p>Create forms of work exploring shape, model and joins.</p> <p>Creating forms from both observation and imagination.</p> <p>Discuss and evaluate own work and the work of other sculptors.</p>		Collecting natural forms for creating sculptures and headdresses.		
<p>The end product <i>How will the topic be drawn to a conclusion? (e.g. art gallery, performance, parental engagement)</i></p> <p>Travel show about the Americas</p>							