



Termly Curriculum Overview: Autumn		Year: 6
Subject	Topic and content	NC Coverage
History	<p><b>Benin</b></p> <p>What sort of place was Benin 1000 years ago?</p> <p>What can we tell about Benin society from the images and artefacts that have survived?</p> <p>What changes took place when the European settlers started trading?</p> <p>Soap, margarine and tyres: Why did the British get involved in Benin and what were the effects of the Benin people?</p> <p>Should the Benin riches be returned?</p>	<p>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</p> <p>Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content</p>
Geography	<p><b>Rivers</b></p> <p>Water cycle</p> <p>What is a river and where does it go? Parts of a river</p> <p>Who lives in a river?</p> <p>Rivers of the world</p> <p>Fieldwork-river survey</p>	<p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>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.</p> <p>Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p>
Science	<p><b>Living Things and their Habitats</b></p> <p>To recap ways of grouping organisms according to their characteristics</p> <p>To explore ways of distinguishing between organisms that have similar characteristics</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.</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>To be able to classify plants according to their characteristics          To find out about Carl Linnaeus and his classification system          To explore what micro-organisms are and how they can be grouped          To be able to identify and classify organisms in the local area</p> <p><b>Healthy Bodies</b>          To find out how scientific ideas about food and diet were tested in the past and how this has contributed to our knowledge of a balanced diet          To investigate some different food groups and find out why a variety of foods is important for a healthy diet          To find out how nutrients and water are transported in the human body          To investigate what happens to the heart when we exercise and why          To investigate how muscles move the skeleton and how muscle activity requires increased blood flow          To investigate the effects of tobacco, alcohol and other drugs          To evaluate what we can do to keep our bodies healthy</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>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.</p>
<p><b>Art</b></p>	<p><b>Painting &amp; Mixed Media: Artists Study</b>          Exploring a selection of paintings through art appreciation activities.          Collecting ideas in sketchbooks and planning for a final piece</p>	<p>To create sketch books to record their observations and use them to review and revisit ideas 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] about great artists, architects and designers in history.</p>

	<p>after researching the life, techniques and artistic intentions of an artist that interests them.</p>	
<p><b>Design Technology</b></p>	<p><b>Waistcoats</b> Using the skills they've developed over the past few years, children select fabrics, use templates, pin, decorate and stitch to create a waistcoat for a person or purpose of their choosing</p> <p><b>Navigating the World</b> Children program a navigation tool to produce a multifunctional device for trekkers. They combine 3D objects to form a complete product in CAD 3D modelling software. The unit accumulates with a pitch to share and 'sell' the children's final product concepts and programs to the Adventure Awaits company guest panel</p>	<p>Consider a range of factors in their design criteria and use this to create a waistcoat design. Use a template to mark and cut out a design. Use a running stitch to join fabric to make a functional waistcoat. Attach a secure fastening, as well as decorative objects. Evaluate their final product</p> <p>Consider a range of factors in their design criteria and use this to create a waistcoat design. Use a template to mark and cut out a design. Use a running stitch to join fabric to make a functional waistcoat. Attach a secure fastening, as well as decorative objects. Evaluate their final product.</p>
<p><b>Music</b></p>	<p><b>Developing Melodic Phrases</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.</p> <p><b>Understanding Structure &amp; Form</b> This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum;</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p>

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RE	<p><b>Islam</b> What is the best way for a Muslim to show commitment to God? <b>Christianity</b> Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p>	<p>Learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p> <p>Learning to analyse the Christian belief in the Virgin Birth and to assess the significance of this to Christians.</p>
PSHE	<p><b>Being me</b></p> <p><b>Celebrating Difference</b></p>	<p>I can identify my goals for the year. Understand fears and worries about the future and know how to express them. Know that children have universal rights but for some children they are not met. Understand my actions affect other people. I can make choices about my own behaviour.</p> <p>I understand there are different perceptions about what normal means I understand how being different could affect someone's life I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference can be a source of conflict and a cause for celebration</p>
ICT	<p><b>Coding</b> To review good planning skills. To design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. To use variables within a game to keep track of the properties of objects.</p> <p><b>Online Safety</b> To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons</p>	<p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>

	<p>why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</p> <p>To identify the positive and negative influences of technology on health and the environment.</p>	<p>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>
<b>Spanish</b>	<p><b>Regular Verbs</b></p> <p>Recognise and understand what a pronoun is in both English and Spanish and be able to say what the key personal pronouns are in Spanish.</p> <p>Understand what a verb is in both English and Spanish and how to then create a stem and work out the endings for regular –ER, -IR and -AR verbs.</p> <p>Conjugate in Spanish a regular –ER verb.</p> <p>Conjugate in Spanish a regular –IR verb.</p> <p>Conjugate in Spanish a regular –AR verb.</p>	<p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally* and in writing</p> <p>Languages – key stage 2 3</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>
<b>PE</b>	<p><b>Orienteering</b></p> <p>Pupils develop teamwork skills through completion of a</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate</p>

	<p>number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map</p> <p><b>Football</b> Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p> <p><b>Badminton</b> Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be</p>	<p>[for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee

**Rugby**

In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.