

## Year 6 curriculum overview

	Term 1 6 weeks + 3 days	Term 2 8 weeks <i>First week back = Awe and Wonder</i>	Term 3 6 weeks	Term 4 6 weeks <i>First week back = Awe and Wonder</i>	Term 5 5 weeks  SATs term	Term 6 7 weeks <i>First week back = Awe and Wonder</i>
	Planet Earth	Crime and Punishment  (comparing dif countries + times)	Let there be light  Light, cameras	Great Influencers of the world  Their effect on how the world works	Ancient Greece	Healthy Me
Science	<b>Living things and their habitats</b> I can describe how living things are classified into broad groups according to common observable characteristics, based on similarities and differences, including organisms, plants and animals. I can give reasons for classifying plants and animals based on specific characteristics. <b>Evolution and Inheritance</b> I can identify how animals and plants are suited to and adapt to their environment in different ways.	<b>Animals including humans</b> I can identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).	<b>Light</b> I can understand that light appears to travel in straight lines. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. I recognise that we see things because light travels from light sources to our eyes or from light sources to objects then to our eyes. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<b>Electricity</b> I can use the recognised symbols when representing a simple circuit in a diagram. I can link the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	<b>Evolution and Inheritance</b> I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	<b>Animals including humans</b> I recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function. I can describe the ways in which nutrients and water are transported within animals, including humans <b>Evolution and Inheritance</b> I know and recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
Geography	<b>Geographical skills and fieldwork</b> I can create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land). I can use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area and I can record the results in a range of ways. I can analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).			<b>Locational knowledge</b> I understand some of the reasons for geographical similarities and differences between countries - human activity I can describe how countries and geographical regions are interconnected and interdependent. <b>Human geography</b> I can name and locate the countries of North and South America and identify their main physical and human characteristics. I can describe human geography, including: settlements, land use,		

	<b>Locational knowledge</b> I understand some of the reasons for geographical similarities and differences between countries - Environment			economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.		
History		A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of; Mayan civilization The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following:; Ancient Egypt	Ancient Greece - a study of Greek life and achievements and their influence on the western world	
DT			Electricity - more complex switches Structures  Create an electronic toy which lights up when the circuit is completed		Pulleys, Leavers and Gears  Create a piece model of Ancient Greek machinery	<b>Food and seasonality</b> I can understand about seasonality in relation to food products and the source of different food products. I know and use relevant technical and sensory vocabulary. - Focus on fair trade Create fair trade product I know how to use utensils and equipment including heat sources to prepare and cook food.  Create healthy muffins
Music	Explore and performance	Explore songs and cycles	Explore mini-musical performance	Explore mini-musical performance	Explore performance As part of production	Explore performance As part of production
Computing	Programming and algorithms			Search engines and e-safety		
French	Classroom vocabulary and instructions Clothes recap	Verb work Justifying opinions	Family members House vocab and phrases	Prepositions Adjectives and grammar	Requests and asking for help Furniture vocab	Verb work - aller Days, months and times of the year
PHSE / ethical issues	Recycling / fair trade / where food comes from  Self-belief and resilience	Politics and the law  Me and the media How others see us based on our actions? Dove materials around body image (evolution and onslaught videos)	Keeping myself safe - understanding risk is necessary part of life What could go right or wrong - looking at consequences  People can chose to ignore risks - e.g. tattoos, surgical procedures etc	Managing and coping with stress - mindfulness	Managing and coping with stress - mindfulness	Healthy eating Healthy lifestyle Healthy minds - video my mums got a dodgy brain - mental health needs  Heathy me - facts for life materials Substance PDF on website (GHLL.org.uk)

		<p>Differences and discrimination - homophobic included idea of equality</p> <p>Stereotypes and gender stereotypes - this girl can campaign</p> <p>Friendship - anti bullying and online safety</p> <p>Stonewall = same sex relationships</p>	<p>The way you feel now isn't the same as always (ups and downs)</p> <p>Reinforce what a support network is and when you need them. Signposting chn to who they can talk to</p> <p>Mention NSPCC and child line - what are an agency and charity and what they do</p> <p>NSPCC resources</p>			<p>Neuroscience - parts of brain aren't talking</p> <p>Natural fight or flight = full of adrenaline - what can you do to help urge and safely do to use energy / adrenaline</p> <p>Drugs - a breath of fresh air compliment other drugs resources from county</p> <p>AWARE of depression, parental suicide - books to help if needed from Kelly</p>
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