



Yearly Overview

Year 6



Achieve Believe Care

	Extreme Earth	Raiders, Invaders and Settlers	We'll Meet Again
Geography	How does the Earth shake, rattle and roll? - describe and understand the key aspects of volcanoes and earthquakes - understand that the distribution of earthquakes and volcanoes follows a pattern - be introduced to plate tectonics. - learn about the 'Pacific Ring of Fire'	Are we damaging our world? - describe and understand key aspects of the distribution of natural resources including energy, minerals and water - use maps, atlases and globes to locate countries and describe features studied - 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.	How will our world look in the future? - describe and understand key aspects of: – physical geography – human geography - learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK - use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
History	Was the Anglo-Saxon period really a Dark Age? - develop a chronologically secure knowledge and understanding of British and world history - develop the appropriate use of historical terms - understand how our knowledge of the past is constructed from a range of sources - construct informed responses that involve thoughtful selection and organisation of relevant historical information - note connections, contrasts and trends over time - regularly address and devise historically valid questions about significance	Would the Vikings do anything for money? - develop a chronologically secure knowledge and understanding of British history - understand how our knowledge of the past is constructed from a range of sources - establish clear narratives within and across the periods - develop the appropriate use of historical terms - address historically valid questions about cause and significance - construct informed responses that involve the thoughtful selection and organisation of relevant historical information - note contrasts and connections over time.	Did WW1 or WW2 have the biggest impact on our locality? - develop a chronologically secure knowledge and understanding of British, local and world history - address and devise historically valid questions about change, cause and significance - understand how our knowledge of the past is constructed from a range of sources - note connections, contrasts and trends - construct informed responses that involve thoughtful selection and organisation of historical information - develop the use of appropriate historical terms.
Computing	We are computational thinkers - develop the ability to reason logically about algorithms - understand how some key algorithms can be expressed as programs - understand that some algorithms are more efficient than others for the same problem - understand common algorithms for searching and sorting a list	We are advertisers - think critically about how video is used to promote a cause - storyboard an effective advert for a cause - work collaboratively to shoot original footage and source additional content - acknowledge intellectual property rights - work collaboratively to edit the assembled content to make an effective advert.	We are publishers - manage or contribute to large collaborative projects, facilitated using online tools - write and review content - source digital media while demonstrating safe, respectful and responsible use - design and produce a high-quality print document.

	We are toy makers - how computers use stored programs to connect input to output - how to generate and evaluate designs in response to a brief - to plan a complex project by decomposing it into smaller parts - to work with physical components of a system - how to design and write a program for an embedded system - to use criteria to provide others with feedback on their work.	We are connected - about appropriate rules or guidelines for a civil online discussion - how search results are selected and ranked - how to argue their point effectively, supporting their views with sources - how to counter someone else's argument while showing respect and tolerance - how to judge the reliability of an online source - some strategies for dealing with online bullying.	We are AI developers - how decision trees can be trained automatically to classify data - how speech recognition works - how a neural net recognises images - to train a neural net to classify images - to train a machine learning system to identify sentiments - to consider some ethical principles in designing AI systems.
Science	Classifying living things - 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. - give reasons for classifying plants and animals based on specific characteristics. Evolution and inheritance - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Healthy bodies - 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. Electricity - 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.	Light - recognise that light appears to travel in straight lines. - use the idea that light travels in straight lines to 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. - use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Art	Painting and mixed media: Portraits - investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media	Drawing: Make my voice heard - exploring art with a message, children look at the work of Diego Rivera and Dan Fenelon. - children develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.	Sculpture and 3D: -exploring the work of Giamocetti
Artists Studied	Chila Kumari Singh Burman Njideka Akunyili Crosby	Diego Rivera	
D.T.	Structure: Playgrounds - 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 plan view and get creative with their use of natural features.	Electrical systems: Steady hand games - explore series circuits further by designing and making a steady hand game. - investigating existing products, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.	Digital world: Navigating the world - programming a navigation tool to produce a multifunctional device for trekkers. - combining 3D objects to form a complete product in CAD 3D modelling software and presenting a pitch to 'sell' their product.
R.E.	Why do Christians believe that Jesus was the Messiah? How do Sikh people show their beliefs through action? What does the Japji mean for Sikh people?	Why do Hindus want to be good? Why is Sri Ganesh important to Hindus today? What difference does the resurrection make to Christians?	For Christians what Kind of King was Jesus? Why do some people believe in God and some people not?
P.S.H.E.	GENERAL WELLBEING Explore the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. To understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Where and how to seek support (including recognising the triggers for seeking	HEALTH PROTECTION AND PREVENTION Dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	HEALTH EDUCATION DRUGS, ALCOHOL, TOBACCO AND VAPING The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. WELLBEING ONLINE Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

	support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help. RELATIONSHIPS EDUCATION CARING FRIENDSHIPS How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. To learn skills for developing caring, kind friendships. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	The facts and scientific evidence relating to vaccination and immunisation. HEALTH EDUCATION - BASIC FIRST AID Explore the concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. Puberty Explore puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams - how puberty can affect emotions and feelings - how personal hygiene routines change during puberty - how to ask for advice and support about growing and changing and puberty - that people have different kinds of relationships in their lives, including romantic or intimate relationships - that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another - that adults can choose to be part of a committed relationship or not, including marriage or civil partnership - that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime - how puberty relates to growing from childhood to adulthood - about the reproductive organs and process - how babies are conceived and born and how they need to be cared for	The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ECONOMIC / CAREER EDUCATION GENERAL WELLBEING That isolation and loneliness can affect children, and the benefits of seeking support. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
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RESPECTFUL, KIND RELATIONSHIPS

The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

Discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

The conventions of courtesy and manners.

The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

ONLINE SAFETY AND AWARENESS

That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting

	pressure on others to share information and images online, and strategies for resisting peer pressure. FAMILIES AND PEOPLE WHO CARE FOR ME The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. BEING SAFE That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.		
Outdoor PE	Invaders - to understand the basic rules of tag rugby. - to work as a team, using ball-handling skills. - to pass and carry a ball using balance and co-ordination.	Nimble Nets - to demonstrate and use the correct grip of the racket and understand how to get into the ready position.	Mighty Movers (Boxercise) - to know and understand the basic principles of a good warm-up. - to understand how moves can be linked together to perform more complex/challenging moves.

	- to use skills learned to play a game of tag rugby. - to apply rules and skills learned to a game. - to play in a mini tag rugby competition. Supplementary -Tag Rugby <i>Warm up with Tagging/Passing exercises (alternate weekly) Children to play small sided (7v7) Tag Rugby games, to be able to understand all rules including offside in preparation for school games competition. To be able to use tactics in both attacking and defensive situations and communicate with one another to implement them in play.</i> Boot Camp - to understand how to prepare the body for exercise. - to understand what fitness means. - to complete a range of circuit-based activities and understand the reason for doing them. - to understand what happens to heart rate during exercise. - to complete a circuit that includes activities previously practised. - to complete a circuit that includes activities previously practised involving balance and co-ordination. Supplementary - Sportshall Athletics <i>Fully understand the correct techniques to improve speed when turning in all Sportshall athletics events, both track and field. Leading to school games competition for both development and competitive groups.</i>	- to use good hand/eye co-ordination to be able to contact the shuttle with the face of the racket. - to understand how to serve the shuttle in order to start the game. - to recognise the difference between the low serve and the high serve. - to develop children's ability to perform and understand the 'overhead clear' shot and the impact that playing the overhead clear can have on winning points during game play. - to understand that the drop shot is an attacking shot, and why. - to know where the drop should be aimed for, for it to be most productive, and why. - to understand how to use different shots to outwit an opponent in a game. - to develop knowledge, understanding and principles within a doubles game, including tactics and strategies used. Supplementary – Netball <i>Passing and small sided 2v2 games as warm ups before extended 7v7 position specific games, outcome to understand all 7 positions of netball and be competent with all rules, leading to school games competition for both development and competitive groups.</i> Striking and Fielding - to throw and catch under pressure. - to use fielding skills to stop the ball effectively. - to learn batting control. - to learn the role of backstop. - to play in a tournament and work as team, using tactics in order to beat another team. Supplementary - Cricket <i>Warm up with fielding activities, children to play 7 v7 cricket games with boundaries, children to be</i>	- to perform and devise a sequence of movements to music. Supplementary - Rounders <i>Play 7 v 7 Rounders matches, fully understand all the rules and to be able to use basic tactics in games. Leading to school games competition for both development and competitive groups.</i> Young Olympians - to investigate running styles and changes of speed. - to practise throwing with power and accuracy. - to throw safely and with understanding. - to demonstrate good running technique in a competitive situation. - to explore different footwork patterns. - to understand which technique is most effective when jumping for distance. - to utilise all the skills learned in this unit in a competitive situation. Supplementary – Athletics <i>Recap all primary athletics program learnt in year 5 including both track and field events, children expected to know the correct techniques to improve field events and how to get maximum speed in sprint events. Leading to school games competition.</i>
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		<i>familiar with overs and full cricket rules leading to school games competition.</i>	
Indoor PE	Gym Sequences - to identify and practise gymnastic shapes and balances. - to identify and practise symmetrical and asymmetrical body shapes. - to construct sequences using balancing and linking movements. - to use counterbalances and incorporate them into a sequence of movements. - to perform movements in canon and in unison. - to perform and evaluate own and others' sequences. Step to the beat - to understand the value of aerobic exercise. - to learn how to measure heart rate and note any changes. - to perform aerobic activity to music. - to understand the value of aerobic exercise. - to practise and apply a sequence of step moves to the beat of the music. - to understand the value of step-based exercise. - to understand the value of aerobic exercise. -to devise a sequence of step-based activities to music.	Cool Core (Pilates) - to identify exercises that will improve core strength and stability. - to apply balance techniques when performing cool core exercises. - to perform cool core exercises of increased difficulty with balance. - to create original cool core moves. - to demonstrate balance and co-ordination. - to perform others' sequences with control and balance. Fitness Frenzy - to complete a circuit that includes different aerobic activities. - to perform and devise a sequence of movements to music. - to understand the value of aerobic exercise. - to devise a sequence of step-based activities to music. - to plan a personal programme. - to perform others' sequences with control and balance. - to perform a sequence of moves at each station within a circuit with increased accuracy.	Gym Fit Circuits - to plan a personal programme. Dynamic Dance - to identify and practise the patterns and actions in a street dance style. -to demonstrate an awareness of the music's rhythm and phrasing when improvising. - to create a dance that represents a street dance style. - to create a dance as a group, using any street dance moves. - to perform and analyse own and others' performance.
French	Phonetics 4 At School	Planets At the Weekend	Habitats Vikings
Music	Compose and Create: Nature Documentary Inspired Film Scores - explore how music can enhance storytelling in nature documentaries	Singing for Performance: Conveying Emotion and Character Through Performance - develop their singing and performance skills by learning to sing with expression	End-of-year production - Singing confidently and accurately - Performing with expression and character - Developing vocal control and clear diction

	- explore the film scores from the Planet Earth series - compose and develop their own musical motifs to represent habitats, characters and events, using musical elements such as tempo, dynamics and texture to create atmosphere, tension and drama	- perform harmony parts and communicate character through their voices - explore how dynamics, articulation and staging can help convey emotion and bring a story to life	- Working collaboratively as part of an ensemble - Rehearsing and refining performances - Building confidence when performing to an audience.
Cooking			Carrot cookies (WW2)
Trips / Visitor		Anglo-Saxon / Viking visitor	Astley Burf Residential
Texts used	Flood – Alvaro F. Villa Beowulf – Michael Morpurgo The Final Year – Matt Goodfellow	Viking Boy – Tony Bradman The Boy in the Tower – Polly Ho-yen	Letters from the Lighthouse – Emma Carroll Romeo and Juliet – Martin Waddell