

Giles Brook Primary School
Year Six Long Term Curriculum Overview

Autumn Y6	1. <u>Columbia</u>		2. <u>Columbia</u>
Science	<p><u>Evolution and inheritance</u> *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 <i>Visit to Natural History Museum</i></p>	Science	<p><u>Living Things and their Habitats</u> *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 *give reasons for classifying plants and animals based on specific characteristics</p>
History/Geography	<p><u>Places: Colombia</u> Settlements, land use, trade links, natural resources – energy, food, water supply, industry and distribution – Milton Keynes. Map work.</p> <p><u>Investigate patterns: Colombia</u> Land use, climate zones and population densities, height of land.</p>	Art	Weave using paintings as a stimulus / the natural World
I.C.T.	<p><u>Unit 6.2 We are computational thinkers#</u> <u>Online Safety</u> Play, Like, Share - Think U Know resource. Teaching children about protecting themselves online.</p>	I.C.T.	<p><u>Unit 6.1 We are adventure gamers</u> <u>Python</u></p>
Art	<p><u>Painting: Colombian Street Scene</u> Watercolours and acrylics; brush techniques Colombian murals. Create human forms showing movement</p>	DT	<p><u>Practical skills in computing: Quest to find El Dorado game</u> Code, control and monitor models or products.</p>
R.E. MK syllabus	<p><u>Islam</u> The mosque in the community Art and architecture</p>	R.E. MK syllabus	<p><u>Islam</u> The Qu’ran</p>
P.S.H.E.	<p><u>Good to be me</u> Valuing success and achievements in and out of school. Putting across opinions, Disagreeing without falling out Judging when to take a risk. <u>Go-givers</u></p>	P.S.H.E.	<p><u>Peer support and peer pressure</u> Say no to: drugs Consequences of actions related to drug taking– scenarios/role play/drama Listening to friends, making informed choices Puberty and body changes</p>

	<p>-Martin Luther King: Sacrificing all for the dream (select a new civil rights focus as children looked in depth at MLK in Y3)</p> <p>-Scapegoat (stereotyping leading to Islamophobia)</p> <p>-Stephen Lawrence: The long search for justice (prejudice and discrimination)</p> <p>-Hard Times (recession and interest)</p> <p>-Brexit (negotiations and letter to PM)</p> <p>-Internet Deceivers (Knowing who to trust, ways of saying no)</p>		<p><u>Go-givers</u></p> <p>-Child slavery: all for profit (Unicef rights of the child, origin of products)</p> <p>-Turning problems around (recycling negative thoughts)</p> <p>-Our interconnected world (global impact of events)</p> <p>-Working for peace (Causes of world conflict, the UN)</p> <p>-Using statistics to understand our world</p>
<p>P.E.</p>	<p>Games: Tag Rugby</p> <p>Gymnastics: Jumping and Travelling</p>	<p>P.E.</p>	<p>Games: Football</p> <p>Dance: The Hakka</p>

Spring Y6	<u>It is all Greek to me!</u> <u>Making a difference</u>		<u>Hotels – Room service!</u>
Science	<u>Light</u> *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	Science	<u>Electricity</u> *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
History	<u>Ancient Greeks</u> *When did the Ancient Greeks live *know about the battle of Marathon and the Trojan War *Understand about the Greek Gods and know some Greek myths. *explain why the Ancient Greeks were so successful *Examine artefacts and draw conclusions about life in Ancient Greece.	Geography	<u>Investigate patterns</u> Changes in locations around the world and change; diversity.
Art	Create tie dye pieces combining two colours	Art	<u>Drawing: Sketch Hotels</u> Interesting effects, shading, reflection and shadow
		DT	<u>Sewing: Cushions/fabrics with hotel theme</u> Range of stitches plus additional features and buttons (2019/2020 year group) Design, make evaluate; explore options/investigate the market/market research <u>Electrical components</u> understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors] Create products e.g. vacuum cleaners
I.C.T.	<u>Unit 6.4 We are network technicians</u>	I.C.T.	<u>Unit 5.6 We are architects: Design a hotel using Google Sketchup</u> Creating a virtual space – 3D modelling <u>We are Advertisers:</u>
Music	<u>Songwriter</u> Composition focus Create compositions electronically	Music	<u>Indonesian Music</u> Listening, devising and evaluating

R.E. MK syllabus	<u>Christianity</u> Free will and determinism	R.E. MK syllabus	<u>Multi-Faith</u> Comparing Faiths: similarities and differences Golden Rule
P.S.H.E.	<u>Making a Difference to our Community</u> Little Lives Grow £1 Challenge <u>Go-givers</u> - Righting wrongs: discrimination against gay people - Your amazing brain: becoming a resilient learner - Inspiring stories: Young fundraisers and campaigners	P.S.H.E.	<u>Changes - Puberty</u> Moods and feelings/emotional changes Feeling insecure, over reacting to situations, responding wrongly when someone hits a 'sore spot', managing gossip and rumours, empathising with others. <u>Go-givers</u> - Stressed out - Drugs, alcohol and the law - Tricky topics - The benefits system
P.E.	Games: Hockey Gymnastics: rolling and sequencing	P.E.	Games: Handball Dance: Lion King

Summer Y6	<u>Invasion: Saxons and Vikings</u>		<u>Me, me, me!</u>
Science	<u>Investigation Unit</u> Small to large investigations and tests based across Science curriculum. Answering questions, based on observations and results.	Science	<u>Animals and humans: Circulatory System</u> *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
History	<u>Vikings</u> The Viking and Anglo Saxon struggle for the kingdom of England <i>Put events, people, places and artefacts on a timeline</i> periods of time/civilisations covered so far: -Stone, Bronze, Iron Age -Roman Empire -Ancient Egypt -Victorians -Anglo saxons settlement of England -The Mayans -Ancient Greece -Do children know of any others? <i>Select sources independently and give reasons for choices</i> <i>Analyse a range of source material to promote evidence about the past</i> <i>Construct and organise response by selecting and organising relevant historical data</i>	Geography	<u>Investigate places - 3 weeks</u> <u>physical geography</u> Mountains - linked to trip to Snowdonia <i>Follow a short route on a OS map</i> <i>Describe the features shown on an OS map</i> <i>Use atlases to find out data about other places</i> <i>Use 8 figure compass and 6 figure grid reference accurately</i> <i>Use lines of longitude and latitude on maps</i>
D.T.	<u>Practical skills in construction</u> Long boats	D.T	<u>Food:</u> Plan expedition/explorer/mountaineers food for day/week Balanced diet and nutrition Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
ICT	<u>Unit 6.5 We are travel writers (Extend into Summer 2 for Snowdonia trip)</u>	I.C.T.	<u>Unit 6.6 We are publishers</u> Creating a yearbook; photography, editing, multimedia

Art	<u>Printing</u> Explore monoprinting Design and create sculpture, both small and large scale	Art	<u>Sketching/Screen Printing</u> -Detailed sketch of Welsh landscape/Furzton lake -Introduce travel posters as simplified pictures and create simplified versions of landscape sketches -Use simplified sketches to create plans for screen printing <u>Sculpture: 3d self portrait in clay</u> Real life proportions; carving and adding shape texture and pattern; wire and mould frameworks
R.E. MK syllabus	<u>Multi-Faith</u> Comparing Faiths: similarities and differences Golden Rule	R.E. MK syllabus	<u>Humanism</u> What is Humanism? What do Humanists believe?
P.S.H.E.	<u>Sex and Relationships education</u> Moving on: Why do we have to move on? How can we prepare for change? How do we help others who are new to our school? <u>Go-givers</u> -Hygiene during puberty -The immigration debate -Bullying: Prepare to stand up and Stand Out -Topics for discussion: Mind Maze	P.S.H.E.	<u>Sex and Relationship education</u> Relationships; friendship & loyalty; self worth; anti bullying and peer pressure; changes and puberty; how babies are made and born. School nurse visit <u>Go-givers</u> -Year 6 Transition -Rights and responsibilities -International Trade after Brexit
Music	<u>Roundabouts</u> Creating rounds	Music	<u>End of Year Production</u> Composition and performance focus
P.E.	Games: Netball and Basketball Athletics	P.E.	Games: Cricket and rounders Athletics Adventurous Activities - OAA Snowdonia Residential