



Termly Curriculum Overview: Summer		Year: 6
Subject	Topic and content	NC Coverage
History	<p><b>World War 2</b></p> <p>Why was it necessary for children to be evacuated?                      What was it like on the home front?                      Why did Germany lose the battle of Britain?                      Curators dilemma-which 8 objects would you choose to explain how Britain coped with the effect of the war on the home front?</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>A significant turning point in British history-</p>
History	<p><b>Victorians</b></p> <p>How did the Victorians light the way for us today?                      What was the industrial revolution?                      Famous inventions. What in the Dickens was it like to live in the city?                      How did Lord Shaftsbury change the lives of Victorian children?</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>A significant turning point in British history-the industrial revolution, the first railways.</p>
Geography	<p><b>The United Kingdom</b></p> <p>To be able to identify and locate the counties of the United Kingdom.</p> <p>To be able to identify and describe key geographical features of the United Kingdom.</p> <p>To be able to locate and identify towns and cities in the UK.</p> <p>To find out about the hills and mountains of the UK.</p> <p>To find out about the seas and coasts of the UK</p> <p>To be able to identify and explore the major rivers of the UK</p>	<p>KS2 - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
Science	<p><b>Healthy Body</b></p> <p>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.</p> <p>To investigate some different food</p>	<p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>

	<p>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.</p> <p><b>Evolution and Inheritance</b>          To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.          To identify how animals and plants are adapted to suit their environment in different ways.          To understand that adaptation of plants and animals to suit their environment may lead to evolution.          Evolution and Inheritance: Darwin          To recognise that living things have changed over time and that a number of factors can affect a species' evolution.          To understand how humans have evolved over time, and how human behaviour can affect change in species over time.</p>	<p>describe the ways in which nutrients and water are transported within animals, including humans</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>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
<p><b>Art</b></p>	<p><b>Sculpture and 3D: Making Memories</b>          Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.</p> <p><b>Craft and Design: Photo Opportunities</b>          Developing photography skills and techniques to design a range of creative photographic outcomes</p>	<p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:          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><b>Design Technology</b></p>	<p><b>Electrical Systems: Steady Hand Games</b>          Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works).          State what they like or dislike about an existing children's toy and why.          Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys.          Identify the components of a steady hand game.          Design a steady hand game of their own according to their design criteria, using four different perspective drawings.          Create a secure base for their game, with neat edges, that relates to their design.          Make and test a functioning circuit and assemble it within a case.</p> <p><b>Mechanical Systems: Automata Toys</b>          Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements.          Follow health and safety rules, taking care with the equipment.          Attempt a partial assembly of their toys using an exploded-diagram, following a teacher's demonstration.          Develop a design idea with some descriptive notes.          Explore different cam profiles and choose three for their follower toppers with an explanation of their choices.          Create neat, decorated follower toppers with some accuracy.          Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata.          Decorate and finish the automata to meet the design criteria and brief.          Evaluate their finished product, making descriptive and reflective points on function and form.</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
<p><b>Music</b></p>	<p><b>Using Chords and Structure</b>          This Unit of Work celebrates a wide</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical</p>



		<p>conception through the nine months of pregnancy, and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class</p>
ICT	<p><b>Text Adventures</b></p> <p>Children can describe what a text adventure is</p> <p>Children can use the full functionality of 2Create a Story Adventure mode to create, test and debug using their plan</p> <p>Children can map out an existing text adventure.</p> <p>Children can use coding concepts of functions, two-way selection (if/else statements) and repetition in conjunction with one another to code their game.</p> <p>Children make logical attempts to debug their code when it does not work correctly.</p> <p><b>Networks</b></p> <p>Children know the difference between the World Wide Web and the internet.</p> <p>Children know about their school network.</p> <p>Children have researched and found out about Tim Berners-Lee.</p> <p>Children have considered some of the major changes in technology which have taken place during their lifetime and the lifetime of their teacher/another adult.</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</p> <p>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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</p> <p>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</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>
PE	<p><b>Rounders</b></p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils</p>	<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>

<p>have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p><b>Athletics</b>  In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p><b>Swimming</b>  This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p><b>Dance</b>  Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics  perform dances using a range of movement patterns</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
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	will have the opportunity to lead others through short warm ups.	
<b>Spanish</b>	<p><b>Healthy lifestyles</b>  Say and write what we eat and drink to stay healthy.  Say and write what we do not eat and drink to stay healthy.  Say and write the activities we do and do not do to stay in shape including a choice of physical activities.  Follow a simple, healthy recipe in Spanish.</p> <p><b>Me in the World</b>  Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map.  Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid.  Say and write something we do to help the planet.</p>	<p>listen attentively to spoken language and show understanding by joining in and responding  explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words  engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help  speak in sentences, using familiar vocabulary, phrases and basic language structures  develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases  present ideas and information orally to a range of audiences  read carefully and show understanding of words, phrases and simple writing  appreciate stories, songs, poems and rhymes in the language  broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary  write phrases from memory, and adapt these to create new sentences, to express ideas clearly  describe people, places, things and actions orally and in writing  Languages – key stage 2 3  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>