







Year 6 Curriculum Overview 2021 - 2022

	<u>Autumn 1</u> <i>Blood Heart</i>	<u>Autumn 2</u> <i>A Child's War</i>	<u>Spring 1</u> <i>Revolution</i>	<u>Spring 2</u> <i>Revolution</i>	<u>Summer 1</u> <i>Darwin's Delights</i>	<u>Summer 2</u> <i>Hola, Mexico!</i>
<b>Enrichment/ Hook</b>	❖ Kingswood ❖ Dissecting hearts  <i>(Safeguarding/PSHE – heart health)</i>	❖ Holocaust centre ❖ Place of worship – St Christopher's Church  <i>(Safeguarding/PSHE –human/ children's rights)</i>	❖ Artefacts ❖ Southwell workhouse		❖ Artefacts ❖ Place of worship - Mosque	❖ Mexican musical performance/Mexican drumming workshop ❖ End of Year Production
<b>Mastery Day Focus</b>	❖ <i>Applying K&amp;U of the human body and healthy lifestyles to create a science museum exhibition, focusing of physical and mental health</i>	❖ <i>Applying K&amp;U to fulfil a commission to create a Monopoly style board game with a World War 2 context</i>	❖ N/A		❖ <i>Applying K&amp;U of Charles Darwin and evolution to create an interactive exhibition for visitors to Twycross Zoo.</i>	❖ N/A
<b>Career Related Learning</b>	❖ <i>Cardiologist</i>	❖ <i>Historian</i>	❖ <i>Textile worker</i> ❖ <i>Women's Career Chats</i>		❖ <i>Scientist</i>	❖ <i>Musician</i>
<b>English: Reading</b>	<b>Pig Heart Boy</b> Plus supplementary texts on <i>Heart and Circulation</i> (6) and <i>British Innovators</i> (6)  <i>(Safeguarding/PSHE – healthy relationships/bullying/ discrimination)</i>	<b>Once</b> Plus supplementary texts on <i>Civil Rights</i> (6) and <i>Electricity</i> (6)  <i>(Safeguarding/PSHE –human/ children's rights/laws/hate crime)</i>	<b>Oliver Twist</b> Plus supplementary texts on <i>The Victorians</i> (6), <i>Industrial Revolution</i> (6) and <b><i>Strong and Powerful Women</i></b> (6)  <i>(Safeguarding/PSHE – appropriate touch/punishment/human/children's rights/laws)</i>		<b>Skellig</b> Plus supplementary texts on <i>Evolution</i> (6)and <i>Biomes</i> (6)  <i>(Safeguarding/PSHE – appropriate relationships/mental wellbeing)</i>	<b>Rain Player</b> Plus supplementary texts on <i>Mexico</i> (6)and <i>Light</i> (6)
<b>English: Writing</b>	<b>Pig Heart Boy</b> ❖ <i>Balanced argument – animal transplants</i> ❖ <i>Explanation text – the circulatory system</i> ❖ <i>Biography Daniel Hale Williams and Dr William Harvey</i>	<b>Once</b> ❖ <i>Diary entry – Felix</i> ❖ <i>Diary entry – Mother Minka</i> ❖ <i>Reasons for the start of WW2</i> <i>(History: D1)</i> <i>(Safeguarding/PSHE –human/ children's rights/laws/hate crime)</i>	<b>Oliver Twist</b> ❖ <i>Newspaper article – workhouse conditions</i> ❖ <i>Formal letter – Dr Barnardo to the Queen</i> ❖ <i>Shifts in formality – Emily Davison on Derby Day</i> ❖ <i>Balanced argument – The Suffragettes were they justified in using violence?</i> <i>(History: D1)</i> <i>(Safeguarding – appropriate touch/punishment/human/children's rights/laws)</i>		<b>Skellig</b> ❖ <i>Setting description (Galapagos or Skellig)</i> ❖ <i>Narrative – free choice or from Skellig's perspective?</i> ❖ <i>Up-levelling previous writing</i>	<b>Rain Player</b> <b>Selection of Non-Fiction</b> ❖ <i>Information text (choice over presentation) – Maya Civilisation</i> ❖ <i>Instructions</i>

<b>Maths</b>	<b>Place value</b> <b>Number</b> Four operations Factors, multiples and primes Squares and cubes Order of operations Mental calculation	<b>Fractions</b> Simplifying Comparing and ordering Calculating Fractions of amounts  <b>Geometry</b> Position and direction	<b>Decimals</b> <b>Percentages</b> <b>Measurement</b> Metric units Imperial units	<b>Algebra</b> <b>Ratio</b> <b>Measurement</b> Perimeter, area and volume	<b>Geometry</b> Properties of shapes  <b>Statistics</b> Line graphs Pie charts Mean	<b>Post SATs project work</b>
<b>History</b>	<b>William Harvey</b> B1, B2, B3, B4 C1 <b>Daniel Hale Williams</b>	<b>WW2</b> A1, A2, A3, A4 B1, B2, B3, B4 C1 D1: English E1, E2 (Safeguarding/PSHE –human/children’s rights/laws/hate crime)	<b>The Victorians, The British Empire,</b> A1, A2, A3, A4 B1, B2, B3, B4 C1 D1: English E1, E2 (Safeguarding – appropriate touch/punishment/human/children’s rights/law, equal rights)) <b>The Suffragettes</b>	<b>Charles Darwin</b> A1, A2, A3, A4 B3, B4 C1 D1 E2 <b>John Edmonstone – the man who taught Darwin</b>	<b>Maya Civilisation</b> A1, A2, A3, A4 B1, B2 E1, E2	
<b>Geography</b>	N/A	<b>Blitzed Nottingham</b> Map Skills A1, A2, A3, A4  Field Work: How did the Blitz change the locality of Nottingham? Comparing then to now.	<b>The British Empire</b> B1 <b>Discrete Map Work</b> Global Geographical Features C2, C3, C4  <b>The Antarctica treaty</b>	<b>Location Study:</b> <b>Nottingham Pre &amp; Post The Industrial Revolution</b> Geographical changes over time A1, A3	<b>Galapagos Islands</b> Geographical features of the Galapagos Islands A3 B1, B2 <b>Sarah Winnemucca</b> Human impact on the Galapagos islands. Anthropogenic changes.	<b>Mexico</b> Locational Study – North and South America A3 B1, B3 C1, C4, C5 D1 The effects of tourism on the natural environment in Mexico. Natural resources such as the beaches and the sea attract tourists and in turn these natural resources such as the sand and the sea are subject to damage and depletion e.g. the coral reefs.  <b>Liliana Gutierrez – She helped found an organization that invests in fishery restoration in Mexico and now works with female leaders to</b>

						protect the ocean and uplift their coastal towns
<b>Art</b>	<b>Sculpting clay hearts</b> C1, C2 F1, F2, F3, F4	<b>Lowry: 'After the Blitz'</b> A1, A2, A3, A4, A5, A6, A7 E1, 2, 3, 4 F1, F2, F3, F4	<b>Realism: Perspective (Victorian Street Scene)</b> A2, A3, A5, A6, A8 E2 F1, F2, F3, F4 <b>Amrita Sher-Gil</b> <b>Do Huh Sun</b>	<b>Darwin's Sketches</b> A1, A2, A5, A7 F1, F2, F3, F4	<b>Day of the Dead Artwork</b> B1, B2 E3 F1, F2, F3, F4 <b>Frida Kahlo: Portraits</b> A1, A2, A4, A5 A7, E1, E2, E3, E4 F1, F2, F3, F4 <i>(PSHE/Safeguarding – human/children's rights/hate crime/oppression/body image)</i>	
<b>Design Technology</b>	<b>Designing 'heart healthy' meals.</b> A1, A2 B1, B2 C1, C2 <i>(Safeguarding/PSHE – heart health)</i> <b>Nadiya Hussain</b>	<b>Designing an air-raid shelter</b> B1, B2 C1, C2 <b>Lonnie Johnson</b>	N/A	N/A	N/A	<b>Festival Drinks: Designing, Evaluating and Budgeting</b> A1, A2 B1, B2 C1, C2 D1, D2 E1, E2  <b>Plastic alternatives</b>
<b>Religious Education</b> <i>(Safeguarding – celebrating differences, human rights)</i>	<b>Islam: Beliefs and Practices</b> <b>Key Question: What is the best way for a Muslim to show commitment to God?</b> A1, B1, C1	<b>Christianity: Christmas</b> <b>Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</b> A2, B2, C2	<b>Christianity: Beliefs and Meaning</b> <b>Key Question: Is anything ever eternal?</b> A3, B3, C3	<b>Christianity: Easter</b> <b>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</b> A4, B4, C4	<b>Islam: Beliefs and Moral Values</b> <b>Key Question: Does belief in Akhira (life after death) help Muslims lead good lives?</b> A5, B5, C5	<b>Christianity: Covenant</b> <b>Key Question: How did Jesus create a 'New Covenant' and what does that mean to Christians today?</b> A6, B6, C6
<b>Computing</b>	<b>E-Safety</b> A1, A2, A3, A4, A5, A6 <b>A: Computer Science B: Information Technology</b> Coding A1, A2, A3, A4, A5, A6, A7, A8, B3, B4, B6	<b>E-Safety</b> A1, A2, A3, A4, A5, A6 <b>B: Information Technology</b> Spreadsheets B1, B3, B4, B6 <i>(Safeguarding – E-Safety)</i>	<b>E-Safety</b> A1, A2, A3, A4, A5, A6 <b>A: Computer Science B: Information Technology C: Digital Literacy</b> Blogging A9, B3, B4, B5, B6, C1, C4 <i>(Safeguarding – E-Safety)</i>	<b>E-Safety</b> A1, A2, A3, A4, A5, A6 <b>B: Information Technology</b> Text Adventures B3, B4, B6 <i>(Safeguarding – E-Safety)</i>	<b>E-Safety</b> A1, A2, A3, A4, A5, A6 <b>A: Computer Science</b> Networks A9, A10 <i>(Safeguarding – E-Safety)</i>	<b>E-Safety</b> A1, A2, A3, A4, A5, A6 <b>B: Information Technology</b> Quizzing B3, B4, B6 <i>(Safeguarding – E-Safety)</i>

	<p><b>A: Computer Science B: Information Technology</b>  <b>C: Digital Literacy</b>  Online Safety  A9, A10, B1, B2, C1, C2, C3, C4  <i>(Safeguarding – E-Safety)</i></p>					
<i>Physical Education</i>	<i>Evasion Games</i>	<i>Gymnastics</i> <i>Dance</i>	<i>Healthy and Active</i> <i>Lifestyles</i> <i>Evasion Games</i>	<i>Evasion Games</i> <i>Striking &amp; Fielding</i>  <i>Dr Hajar Abdulfazi – Football Player</i>	<i>Striking and Fielding</i> <i>Net/Wall Games</i>	<i>Net/Wall Games</i> <i>Athletics</i>
<i>PSHE (Safeguarding)</i>	<i>Law and Democracy</i>  <i>DARE</i> <i>C3 (Science Link)</i>	<i>Appropriate Touch</i>  <i>DARE</i> <i>C3 (Science Link)</i>	<i>Respecting Differences</i> <i>Friendships</i> <i>Assertiveness</i> <i>The ‘Three Rs’</i> <i>Mental Health</i> <i>Body Image</i>	<i>Road safety</i> <i>Bystander to Bullies</i> <i>Conflicting Emotions</i> <i>Savings</i> <i>Jobs and Taxes</i>	<i>Democracy in Britain</i> <i>Healthy Marriage</i> <i>Behaviour in Peer Groups</i> <i>Stereotypes: Boys</i> <i>Information Sharing</i>	<i>Information Sharing</i> <i>Coping with Change</i> <i>Illegal Touch (FGM?)</i> <i>Living and Growing</i> <i>Street Aware</i>
<i>Science</i>	<i>Animals including humans</i> <i>C1, C2, C3</i>  <i>Working Scientifically</i> <i>A1, A2, A3, A4, A5, A7</i>  <i>S.I Padmavati - the first female cardiologist in India</i>	<i>Electricity</i> <i>F1, F2, F3</i>  <i>Working Scientifically</i> <i>A1, A4, A5, A7</i> <i>(Safeguarding – electrical safety)</i>  <i>How might the development of electrical technology result in a more healthy lifestyle during the war?</i>	<i>Evolution and inheritance</i> <i>D3</i>  <i>Working Scientifically</i> <i>A3, A4, A5, A7</i>	<i>N/A</i>	<i>Evolution and inheritance</i> <i>D1, D2, D3</i> <i>Living things and their habitats</i> <i>B1, B2</i> <i>Working Scientifically</i> <i>A1, A4, A5, A7</i>  <i>With global warming as it is now, how might living things evolve?</i>	<i>Light</i> <i>E1, E2, E3</i>  <i>Working Scientifically</i> <i>A5, A6, A7</i>
<i>Scientific Enquiry</i>	<i>How does heart rate change pre, during and post exercise?</i>  	<i>There’s no electricity and you need to light a room. You have these materials (fruit, various conductors and insulators). Light up the room.</i>  	<i>Create hypotheses about the reasons for the evolution of a range of animals.</i>  		<i>Classify the animals in the local area using a classification key.</i>  <i>What traits can be inherited and passed to offspring?</i>   	<i>Is it possible to change the angle of refraction?</i>  

<b><i>Music</i></b>	<b><i>Growth</i></b> A1, B1, C1, D1, D2, D3	<b><i>World Unite</i></b> A2, A3, B2, C2,C3	<b><i>Journeys</i></b> C4, D4, D5, D6, D7	<b><i>Roots</i></b> A5, A6, A7, C5, D8, D9.	<b><i>Class Awards</i></b> A7, A8, B3, D10, D11	<b><i>Leaving Assembly</i></b> A6, B4, C6, D4, D11, D12, D13.
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