

# Overview of Year 6 Curriculum 2019-20

| Year 6                      | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|-----------------------------|---|--|--|--|--|--|
| <u>English - Fiction</u>    | <b>Beowulf</b><br><i>A defeating the monster tale.</i>  | <b>I survived the Titanic?</b><br><i>A disaster tale.</i>  | <b>Hiding Out</b><br><i>A journey tale.</i>  | <b>Jack and the Beanstalk</b><br><i>A rags to riches tale.</i>   | <b>The Nightmare Man</b><br><i>A Tale of Fear.</i>   | <b>Rose Blanche</b><br><i>A Warning tale.</i>  |
| <u>English Non- Fiction</u> | <b>Instructions</b><br><i>How to capture a mythological creature?</i><br><br><i>Grammar focus on key word classes to consolidate</i>  | <b>Non chronological Report</b><br><i>Natural/ man-made disasters</i>  | <b>Persuasion</b><br><i>Graffiti – Art or vandalism?</i>   | <b>Explanation</b><br><i>Biomes</i><br><i>Is it global warming, climate change or the evolution of Earth?</i>  | <b>Biography</b><br><i>E.g. Anne Frank, Alan Turing, Billy Flowers, Churchill etc.</i>   | <b>Discussion</b><br><i>World War II: What have we learnt?</i><br><i>Linking WW1/2 and the Cold War.</i> |
| <u>Reading</u>              | <b>Whole class, guided and independent reading.</b><br><i>Vikings, mythology, legends.</i>  | <b>Whole class, guided and independent reading.</b><br><i>History of the Titanic – the ship and the sinking, Scott of the Antarctic volcanos, earthquakes.</i> | <b>Whole class, guided and independent reading.</b><br><i>History of graffiti, Discussion texts about graffiti</i>                                       | <b>Whole class, guided and independent reading.</b><br><i>Biomes/ rivers, climate change, evolution.</i>   | <b>Whole class, guided and independent reading.</b><br><i>Memorable figures from WW2</i>   | <b>Whole class, guided and independent reading.</b><br><i>WW1 and 2</i>                                  |
| <u>Maths</u>                | <b>Number Concepts:</b><br><i>Place Value</i><br><i>Addition, Subtraction, multiplication and division</i>  | <b>Number Concepts:</b><br><i>Fractions of shape, number, equivalence, calculating with fractions</i>  | <b>Number Concepts:</b><br><i>Decimals</i><br><i>Percentages</i><br><br><b>Measurement</b><br><i>Measuring with units</i><br><i>Conversions</i>          | <b>Number Concepts:</b><br><i>Algebra</i><br><i>Unequal sharing – Ratio and proportion</i><br><b>Geometry:</b><br><i>Properties of shapes</i><br><i>Position and direction</i><br><b>Statistics</b><br><i>Charts and graphs</i><br><i>Averages</i> | <b>Geometry:</b><br><i>Properties of shapes</i><br><i>Position and direction</i>   | <b>Post SATs Maths projects</b><br><i>History of Maths</i><br><i>Investigations</i>                      |
| <u>RE</u>                   | <b>How do people express their beliefs, identity and experiences?</b><br><i>Definitions</i><br><i>Link to faiths</i><br><i>Importance of messages</i><br><i>Special Journeys</i><br><i>Expressing Christian beliefs</i> |  | <b>What does it mean to belong to a religion?</b><br><i>Islam</i><br><br><b>The Big Frieze (Understanding Christianity)</b><br><i>Salvation (Easter)</i> |  | <b>What do people believe about life?</b><br><i>The Big Questions</i><br><i>Link to Gospel and the 8 concepts</i><br><i>Judaism link to topic (Britain at War)</i> |  |
|                             | <b>The Big Frieze (Understanding Christianity)</b>  |  |  |  |  |  |

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|--|--|--|--|--|---|--|
|  | Review of the 8 concepts: God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God   |  |  |  |   |  |
| <u>Science</u>   | <b>Evolution and inheritance</b><br><i>Biographies of Mary Anning</i><br><i>Charles Darwin</i><br><i>Fossilisation</i><br><i>Inheritance</i>   |  | <b>Animals including Humans</b><br><i>Major organ systems</i><br><i>Blood and circulation</i>  | <b>Living things and their habitats</b><br><i>Impact of extinction</i> | <b>Light</b><br><i>Cross-link to blackout in WW2</i>  | <b>Electricity</b><br><i>Cross-link to Computing - cryptology.</i> |
| <u>Computing</u>   | <b>E.Safety and the Internet</b>   | <b>Websites and Databases</b>  | <b>Digital Literacy</b>  | <b>Making Movies</b>   | <b>Coding</b>   | <b>Cryptology</b>  |
| <u>Topic (either History or Geography Primary Focus)</u> | <b>Invaders and Settlers: Vikings</b><br><i>Children develop their knowledge of the Viking invasion and settlement in Britain, through a series of practical and informative units that have imaginative outcomes.</i> | <b>Invaders and Settlers: Anglo-Saxons</b><br><i>Children use rigorous research to find out how the Anglo Saxons traded and defended themselves from the Vikings, the important role in uniting the kingdoms by Alfred the Great and why 1066 is the one of the most important dates in British history.</i> | <b>Biomes</b><br><b>Earth Matters:</b><br><i>This topic is an excellent introduction to the key aspects of physical Geography that children need to understand and describe in KS2. The children gain a thorough knowledge of the water cycle, coasts and rivers, mountains, volcanoes, earthquakes, climate zones and biomes through applying the knowledge gained from their research in practical tasks such as model making, drama and art. They also reflect on issues such as humans and natural impacts on biomes</i> |  | <b>WW2 in Britain</b><br><b>Britain at War - Land of Hope and Glory:</b><br><i>Children investigate key events during WW2. Why was the Battle of Britain such a significant event and turning point in British history? How was the Blitz viewed through the eyes of an evacuee? Children learn about key historical figures as well as the technology and pioneers that helped to bring an end to the war. Throughout this unit, children will learn to appreciate the sacrifices of ordinary people culminating in an end of year VE day celebration.</i> |  |