Year 6 Curriculum

Autumn	Spring	Summer
Study a non-European society that provides a contrast with British history – Maya civilization **Physical Geography – Water**	**The Viking struggle for the Kingdom of England**	**Geographical skills and fieldwork**
As historians we will….		
Know and understand: Maya number system. Maya Calendars. Where chocolate came from and how its use has developed globally.	**Know and understand:** Understand what a 'heptarchy ' is. Viking / Anglo Saxon justice system and methods of punishment. When Vikings arrived in England and where they settled. Clothing / Food / Farming / Trade and Travel. Gods and Goddesses. Facts about Alfred the Great. Facts about Wiergeld.	
• make links with past societies • give relevant ideas as supporting evidence • understand the methods of historical enquiry • use evidence to find answers to enquiry based questions • use historical concepts to form own narratives, deploying subject knowledge • use historical terminology ***This topic is linked to English and mathematics.***	• make appropriate use of dates • deepen knowledge and understanding of Britain • identify features of past societies • evaluate sources • understand methods of historical enquiry • have an a awareness of different viewpoints • attempt to explain historical concepts such as causation of events	

	This topic is linked to English and mathematics.	
As geographers we will….		
Know and understand: Locate Maya civilisation on a map / Google Earth. Understand what lines of latitude and longitude are, Tropic and Greenwich Meridian. Locate continents and oceans on a map About the features of places around the world: biomes / climates About hydroelectricity usage and production		**Know and understand:** Locate our local area on a map of the UK. Learn about symbols on maps. Six figure grid references. How to draw sketch maps of the local area. How to use compasses and grid references. How to plan a route between two places on an OS map.
• know more about the features of a variety of places around the world from local to global and in different parts of the world • identify the position and significance of latitude and longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night) • Understand about links and relationships between different places and that make places dependent on each other		• use maps and atlases and digital computer mapping (google earth) to locate countries and describe features studied • use 6 figure grid references and understand latitude and longitude • to use fieldwork to observe, measure and record the human and physical features in the local area including by sketching maps • expand map skills to include non-UK countries ***This topic is linked to English and mathematics.***

• use maps, atlases, globes and digital / computer mapping (e.g. Google Earth) to locate countries and describe features studied • describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places • describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places ***This topic is linked to English and mathematics.***		
As artists we will ….		
Know and understand: About printing techniques and how to do 3 layers.		**Know and understand:** About a local artist. About line drawing of buildings and cartography. How to use different media to produce line drawings of significant Liverpool buildings.
• selects appropriate media and techniques to achieve a specific outcome • create prints with three overlays • work into prints with a range of media, e.g. pens, colour pens and paints		• select appropriate media and techniques to achieve a specific outcome • look at 3D work from a variety of genres and develop own response through experimentation

		• recreate images as 2D and 3D looking at one area of experience— with a focus on textures • Experiment with a range of media to overlap and layer creating interesting colours, textures and effects
As designers we will ….		
Know and understand: About traditional Maya headdresses	**Know and understand:** About how Viking boats where designed to meet their purpose. How to design, make and evaluate a replica boat.	**Know and understand:** Cookery
• communicate their ideas through detailed labelled drawings to develop a design specification • select tools, materials, components and techniques appropriate to the task • make modifications as they go along • evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • record their evaluations using drawings with labels	• communicate ideas through detailed drawings to develop a specific design specification • plan order of work choosing appropriate tools and materials • assemble components. Construct product using permanent joining techniques • evaluate product. Critically evaluate product and its fitness for purpose • pin, sew and stitch materials together to make a product • demonstrate resourcefulness when tackling practical problems	• understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health • know that seasons may affect the food available • know that food is processed into ingredients that can be eaten or used in cooking • use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and bakery ***This topic is linked to English and mathematics.***

	• critically evaluate the quality of their design, manufacture and fitness for purpose of their products as they design and make • show an awareness of how much products cost to make, how innovative and sustainable they are • use science and mathematical knowledge to help plan and make products • know that materials have both functional properties and aesthetic properties ***This topic is linked to history, mathematics and English.***	

Autumn	Spring	Summer
As musicians we will ….		
Controlling Sounds through Singing and Playing • sing in unison with clear diction, controlled pitch and with a sense of phrase • maintain own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences • practice, rehearse and present performances with an awareness of audience **Responding and Reviewing** • describe, compare and evaluate different kinds of music using musical words • suggest improvements to own and others work and comment on how this has been achieved **Learning, and Applying Knowledge and Understanding** • listen to and recall various simple musical patterns	**Controlling Sounds through Singing and Playing** • sing in unison with clear diction, controlled pitch and with a sense of phrase • maintain own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences • practice, rehearse and present performances with an awareness of audience **Creating and Developing Musical Ideas** • improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures **Responding and Reviewing** • describe, compare and evaluate different kinds of music using musical words • explore and explain ideas and feelings about music using	**Controlling Sounds through Singing and Playing** • sing in unison with clear diction, controlled pitch and with a sense of phrase • maintain own part and be aware of how the different parts fit together to achieve an overall effect in performances to audiences • practice, rehearse and present performances with an awareness of audience **Creating and Developing Musical Ideas** • improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures **Responding and Reviewing** • describe, compare and evaluate different kinds of music using musical words • explore and explain ideas and feelings about music using movement, dance and expressive and musical language

	movement, dance and expressive and musical language • suggest improvements to own and others work and comment on how this has been achieved **Learning, and Applying Knowledge and Understanding** • listen to and recall various simple musical patterns • use a variety of notations to plan, revise and refine musical material • evaluate how venue, occasion and purpose affects the way that music is created, performed and heard	suggest improvements to own and others work and comment on how this has been achieved **Learning, and Applying Knowledge and Understanding** • listen to and recall various simple musical patterns • identify and explore relationships between sounds and how music reflects different meanings • use a variety of notations to plan, revise and refine musical material • evaluate how venue, occasion and purpose affects the way that music is created, performed and heard
During P.E. we will ….		
Basketball • dribble effectively around obstacles • show precision and accuracy when sending and receiving • perform skills with accuracy, confidence and control • combine and perform skills with control, adapting them to meet the needs of the situation • play shots on both sides of the body and above their heads in practises and when the	**Gymnastics** • combine and perform gymnastic actions, shapes and balances fluently • develop their own sequences • understand why warming up and cooling down is important • evaluate their own work and the work of others • suggest ways to improve **Tennis**	**Cricket** • dribble effectively around obstacles • show precision and accuracy when sending and receiving • perform skills with accuracy, confidence and control • combine and perform skills with control, adapting them to meet the needs of the situation • play shots on both sides of the body and above their heads in practises and when the

opportunity arises in a game use different ways of bowling • play games showing tactical awareness and knowledge of rules and scoring • respond consistently in the games they play, choosing and using skills which meet the needs of the situation • choose when to pass, dribble, so that they keep possession and make progress towards the goal **Dance** • explore, improvise and combine movements • create structure in sections of dance • understand why dance is good for fitness • comment on our own work and the work of others.	• show precision and accuracy when sending and receiving • perform skills with accuracy, confidence and control • combine and perform skills with control, adapting them to meet the needs of the situation • play shots on both sides of the body and above their heads in practises and when the opportunity arises in a game use different ways of bowling • play games showing tactical awareness and knowledge of rules and scoring • respond consistently in the games they play, choosing and using skills which meet the needs of the situation	opportunity arises in a game use different ways of bowling. • play games showing tactical awareness and knowledge of rules and scoring • respond consistently in the games they play, choosing and using skills which meet the needs of the situation **Athletics** • develop the consistency of their actions in a number of events • increase the number of techniques they use • choose appropriate techniques for specific events • understand the basic principles of warming up • understand why exercise is good for fitness, health and wellbeing
During Computing we will ….		
Presentations • **DL –** be discussing how presentations can be used in and around the world of work and not only in schools. • **DL –** use search technologies effectively, appreciate how results are selected and ranked, and be	**Podcasts** • **DL –** be learning about how podcasting came about and how this has developed the radio industry. • **DL –** be using the internet to research their topic and create a short script.	**Photography** • **IT –** be learning how to save their work using a shared folder with class codes and initials. • **IT –** be learning how to use the computer to create an imitation of an artist's work.

discerning in evaluating digital content. • **DL** - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • **IT – know h**ow to save your work and be able to find it next time. ***This has links to history and English*** **Kodu** • **CS -** design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • **CS -** use sequence, selection, and repetition in programs. • **CS**- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • **CS –** How do computer games work? • **CS -** understand computer networks including the internet;	• **IT** – know how the radio industry has moved forward using technology. • **CS -** 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 ***This has links to SMSC, music and English.*** **Animations** • **DL–** Pupils will be learning how animations are made and how this is used in the movie industry. • **IT –** Pupils will be learning about the different types of animation available. • **IT –** Pupils will be learning how animation works by animating characters to create a story using a green screen. **IT –** Pupils will be using the internet to research and to recreate a story using computing and animation. ***This topic links to history and English***	• **DL –** be learning how to transfer and upload pictures from one digital source to another. • **CS –** How has technology developed to allow us to create and take pictures such as this? ***This has links to art, SMSC*** **e-Safety** • **IT -** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • **CS -** 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. • **DL** - 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

how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ***This has links to mathematics and English***		• **DL -** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
During PSHE we will begin to know and understand….		
Health and Wellbeing • what is meant by a healthy lifestyle • how to maintain physical, mental and emotional health and wellbeing • how to manage risks to physical and emotional health and wellbeing • ways of keeping physically and emotionally safe • about managing change, including puberty, transition and loss • how to make informed choices about health and wellbeing and to recognise sources of help with this • how to respond in an emergency • to identify different influences on health and wellbeing	**Relationships** • how to develop and maintain a variety of healthy relationships, within a range of social / cultural contexts • how to recognise and manage emotions within a range of relationships • how to recognise risky or negative relationships including all forms of bullying and abuse • how to respond to risky or negative relationships and ask for help • how to respect equality and diversity in relationships.	**Living in the Wider World** • about respect for self and others and the importance of responsible behaviours and actions • about rights and responsibilities as members of families, other groups and ultimately as citizens • about different groups and communities • to respect equality and to be a productive member of a diverse community • about the importance of respecting and protecting the environment • about where money comes from, keeping it safe and the importance of managing it effectively • how money plays an important part in people's lives • a basic understanding of enterprise

During R.E. we will begin to know and understand….		
Sacred Texts • Why is the Granth Sahib called a Guru • what is the importance of the stories of the Hindu scriptures • why Rama is so important **Authority Figures** • how does a leader gains respect • how a good leader can guide his followers well **Christmas** • what Epiphany is all about • how the wise men showed their worship of Jesus	**Places of Worship** **Signs and symbols** • what we can learn from exploring a place of worship • what the main symbols of Sikhism are • find similarities and differences in worship of Buddhists, Hindus and Sikhs? **Celebrations** • what we can learn by researching a celebration in detail **Easter** • what was so important about the Day of Pentecost	**Belonging to a faith Community** • why milestones in our lives are important • how religions mark them • Learn about Humanist Ceremonies - why do people without a belief in God want to mark these milestones? **Meditation** • what meditation is • why people practise meditation **Journeys** • what a pilgrimage is • how is life like a journey **Life after death** **(Ethical Issues)** • what is a life cycle in nature • What do religions teach about the future life

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As scientists we will ….		
Classifying Organisms: • recap ways of grouping organisms according to their characteristics • explore ways of distinguishing between organisms that have similar characteristics • be able to classify plants according to their characteristics • find out about Carl Linnaeus and his classification system • explore what micro-organisms are and how they can be grouped • be able to identify and classify organisms in the local area **Evolution and Inheritance:** • 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 • understand that adaptation of plants and animals to suit their environment may lead to evolution	**Healthy Bodies:** • 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 • investigate some different food groups and find out why a variety of foods is important for a healthy diet. find out how nutrients and water are transported in the human body • investigate what happens to the heart when we exercise and why. investigate how muscles move the skeleton and how muscle activity requires increased blood flow • investigate the effects of tobacco, alcohol and other drugs • evaluate what we can do to keep our bodies healthy ***Sex and Relationship Education will take place this term***	**Changing Circuits:** • recap knowledge of electricity and circuits. • investigate ways in which the brightness of a bulb or speed of a motor is changed • be able to recognise and use conventional symbols for circuits • be able to plan, carry out and evaluate an experiment to see how changing the wire in a circuit affects the brightness of a bulb • be able to review and assess understanding of circuits **Seeing Light:** • review understanding of light and shadow and to explore how light travels • investigate how we see things through light entering the eyes • explore how light can be reflected and change direction • investigate reflections from a variety of surfaces • be able to plan and carry out an experiment to investigate how shadows behave

• find out about how the work of scientists has helped develop our understanding of the process of evolution • recognise that living things have changed over time and that a number of factors can affect a species' evolution • understand how humans have evolved over time, and how human behaviour can affect change in species over time		• explore the differences between shadows and reflections and consolidate knowledge of how we see things