

### Year 6 National Curriculum Coverage

	Autumn	Spring	Summer
History	<p>World War 2</p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>		<p>The Mayans</p> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history - a study of Mayan civilization c. AD 900</li> </ul>
Geography	<p>Ecosystems – focusing on South America</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their: environmental regions, key physical and human characteristics, countries, major cities.</li> <li>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.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Place Knowledge</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom a region in a European country and a region in North or South America</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>	<p>Hazardous Worlds – earthquakes and volcanos</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their: environmental regions, key physical and human characteristics, countries, major cities.</li> </ul> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>Local Field Study</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>

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	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> <li>Geographical Skills and Fieldwork</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>		
Computing	<p>Digital Literacy and Online Safety</p> <ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>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</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>	<p>Manipulating images</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Micro:bit</p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>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</li> </ul>
Design Technology	<p>Food Technology Global food</p>	<p>Electrical systems Design a motor for continuous movement</p>	<p>Textiles Clothes that represent us</p> <p><b>Design</b></p>

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	<ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>• Understand the nutritional value of ingredients.</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• 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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Understand and use mechanical systems in</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</li> <li>• 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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>• Understand and use mechanical systems in</li> </ul>
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		<p>their products [for example, gears, pulleys, cams, levers and linkages].</p> <ul style="list-style-type: none"> <li>• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>• Apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p>their products [for example, gears, pulleys, cams, levers and linkages].</p> <ul style="list-style-type: none"> <li>• Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> <li>• Apply their understanding of computing to program, monitor and control their products.</li> </ul>
Art	<p>Drawing/painting Artist Study - Zaha Hadid Architecture</p> <ul style="list-style-type: none"> <li>• To record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing and paint.</li> <li>• About great artists, architects and designers in history.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern and texture.</li> <li>• Make creative choices around colour and design and be able to discuss these.</li> <li>• To know how light, shade and tone can contribute to perspective.</li> <li>• To understand shape and space.</li> <li>• To know how light, shade and tone can contribute to perspective.</li> </ul>	<p>3D sculptor/textiles Environmental art</p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• To improve their mastery of art and design techniques, including drawing and sculpture, with a range of material and paint.</li> <li>• To manipulate malleable materials to a desired form and shape.</li> <li>• Make creative choices around colour and design and be able to discuss these.</li> <li>• Make creative choices about mediums and materials used to gain an effect.</li> </ul>	<p>Printing / Photography/collage – Pop Art Various artists including David Hockney, Andy Warhol and Evelyn Axwell.</p> <ul style="list-style-type: none"> <li>• To record their observations and use them to review and revisit ideas.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern and texture.</li> <li>• To digitally alter images for a given effect.</li> <li>• Make creative choices around composition.</li> <li>• Make creative choices around colour and mediums.</li> <li>• About great artists, architects and designers in history.</li> </ul>
Music	<p>Richard Wagner - 'Ride of the Valkyries' from 'Die Walküre'</p> <p><u>Listen with Concentration and Understanding</u></p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of high-quality</li> </ul>	<p>Charanga – Plastic</p> <p><u>Use of Voice</u></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices.</li> </ul> <p><u>Experiment and Create Sounds</u></p>	<p>Charanga – You've Got A Friend</p> <p><u>Use of Voice</u></p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices.</li> </ul>

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	and recorded music drawn from great composers. <ul style="list-style-type: none"> <li>Develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> </ul>			
PE	<p>Leadership in PE Enjoy communicating, collaborating and competing with each other.</p> <p>Compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>Athletics (Track and Field) Develop flexibility, strength, technique, control and balance</p>	<p>Dance perform dances using a range of movement patterns</p> <p>Fitness Circuits develop flexibility, strength, technique, control and balance</p>	<p>Gymnastics develop flexibility, strength, technique, control and balance</p> <p>Invasion games play competitive games, modified where appropriate - apply basic principles suitable for attacking and defending</p>	<p>Net and wall games use running, jumping, throwing and catching in isolation and in combination</p> <p>Invasion games play competitive games, modified where appropriate - apply basic principles suitable for attacking and defending</p>	<p>Striking and fielding use running, jumping, throwing and catching in isolation and in combination / competitive games</p> <p>Mindfulness / Well being develop flexibility, strength, technique, control and balance. Develop mental health and self-well-being skills</p> <p>Athletics (Track and Field) develop flexibility, strength, technique, control and balance</p> <p>OAA take part in outdoor and adventurous activity challenges both individually and within a team</p>
PSHE	Health and wellbeing – Me, my body and health, emotional wellbeing and attitudes	Relationships- Personal relationships and keeping safe and people who can help me	Created to live in community - Living in the wider world and economic wellbeing, money and aspirations, work and career.		
MFL	<ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	<ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> </ul>		