

Sacred Heart

Catholic Primary School



Curriculum Overview Year 6

| | Autumn | | Spring | | Summer | |
|--------------------|--|---|---|---|--|---|
| | 1 | 2 | 1 | 2 | 1 | 2 |
| Religion | Baptism and Confirmation 6E Church Community 6K Pentecost 6J | Mary and the Saints 6L Advent 6C Christmas 6D | Miracles and the Sacrament of the Sick 6B (Prayer) Church Community 6K | Lent 6G Holy Week 6H | Easter 6I Story of the people of God 6A | Parables of Jesus 6F |
| Computing | E-Safety & Communication | Word | Browser | Keynote | Data Handling Excel iMovie | Pages |
| Programming | Advanced Scratch - GUI design | | APP programming and release | | Transition Unit | |
| Science | Electricity (Physics) Scientific Enquiry | Animals including humans (Biology) Scientific Enquiry | Evolution and Inheritance (Biology) Scientific Enquiry | Light (Physics) Scientific Enquiry | Living things and their habitats (Biology) Scientific Enquiry | Evolution and Inheritance (Biology) Transition units for KS3 Scientific Enquiry |
| PE | Games - Invasion-netball (coaches) Gymnastics | Games - Invasion-hockey (coaches) Dance Dol-y-Moch Residential Trip | Games - Net/Wall (coaches) Dance | Games - Net/Wall (coaches) Gymnastics - Flight | Games - Striking/Fielding (coaches) Athletics | Athletics (coaches) Games - Striking/Fielding |
| Theme Title | Active Earth | The Victorians | The World Wars | | Born in the USA | Transition Unit |
| Geography | YES | | | | YES | YES Dolymoch |
| History | | YES | YES | YES | | YES |
| Art | | YES Portraits | YES Lowry Visit to Lowry Art Gallery Salford | | Yes Native American art and sculpture | |

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| Music | Key Skills Focus | The | Key Skills Focus | | Key Skills Focus | Key Skills Focus |
| D and T | Yes Electronics - building structures and making a seismograph | | Yes Cooking | | | Yes Transition Work |
| Languages | Progressive French unit Sue O'Malley | Progressive French unit Sue O'Malley | Progressive French unit Sue O'Malley | Progressive French unit Sue O'Malley | Progressive French unit Sue O'Malley | Progressive French unit Sue O'Malley |
| Personal Development | New Beginnings | Getting on and Falling out | Going for Goals | Good to be Me | Relationships | Changes |

Specific Objectives (broken down for each theme)

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| Theme Title | Active Earth | The Wars | The Victorians | Born in the USA | Transition Unit |
|--------------------|--------------|----------|----------------|--------------------|--------------------|

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| <p style="text-align: center;">Geography</p> | <p>NC: Locational knowledge <input type="checkbox"/> locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics <input type="checkbox"/> 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)</p> <p>Human and physical geography describe and understand key aspects of: <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> | | | <p>NC: Locational knowledge <input type="checkbox"/> 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, and major cities</p> <p>Place knowledge <input type="checkbox"/> 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 within North or South America</p> <p>Human and physical geography describe and understand key aspects of: <input type="checkbox"/> 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</p> | <p>NC: Polymoch - residential visit</p> <p>Geographical skills and fieldwork <input type="checkbox"/> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <input type="checkbox"/> use the eight points of a compass, four and six-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 187 <input type="checkbox"/> 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.</p> |
| <p style="text-align: center;">History</p> | | <p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> | <p>NC: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> | | <p>NC: TBC depending on which end of year play is chosen.</p> |

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| <p>Music</p> | <ul style="list-style-type: none"> <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <li style="padding-left: 40px;"><input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music <li style="padding-left: 80px;"><input type="checkbox"/> use and understand staff and other musical notations <li style="padding-left: 80px;"><input type="checkbox"/> develop an understanding of the history of music. <input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | | | |
| <p>Art and Design</p> | | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> 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] | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> 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] <input type="checkbox"/> about great artists, architects and designers in history. | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> 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] | <p><input type="checkbox"/></p> |

Design and Technology

Design

□ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

□ 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

Evaluate

□ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

□ apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

□ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.