

Sacred Heart

Catholic Primary School



Curriculum Overview Year 6

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Religion	Baptism and Confirmation Church Community Story of the people of God	Story of the people of God Advent	Christmas Prayers in the lives of the followers of Christ	Lent Holy Week	Easter Pentecost	Mary and the Saints
Computing	Web design	E-Safety & Communication	Browser	Keynote	Data Handling Excel iMovie	Pages
Programming	Advanced Scratch – GUI design		APP programming and release		Transition Unit	
Science	The Heart and Keeping Healthy (Biology) Scientific Enquiry	Electricity (Physics) Scientific Enquiry	Living things and their habitats (Biology) Scientific Enquiry	Evolution and Inheritance Light (Biology) Scientific Enquiry	Light (Physics) Scientific Enquiry	Evolution and Inheritance (Biology) Transition units for KS3 Scientific Enquiry
PE	Games – Invasion- netball Gymnastics	Games – Invasion- hockey Dance Dol-y-Moch Residential Trip	Games – Net/Wall Dance	Games – Net/Wall Gymnastics – Flight	Games – Striking/Fielding Athletics	Athletics Games – Striking/Fielding
Theme Title	Native Americans	The Victorians	The World Wars		Born in the USA	Transition Unit
Geography	YES				YES	YES
History		YES	YES	YES		YES
Art	YES Sculpture	YES Portraits	YES Lowry		Yes Pop Art	
Music	Key Skills Focus		Key Skills Focus		Key Skills Focus	Key skills Focus
D and T	Yes		Yes			Yes

Languages	Progressive French unit	Progressive French unit	Progressive French unit	Progressive French unit	Progressive French unit	Progressive French unit
Entry/Exit Point	Entry Day: Moulding and erupting a model volcano. Responding to natural disaster emergency situations. Exit Day: TBC (Pompeii?? Dance to show journey of volcano? Artwork based around Northern Lights)					
Enrichment Opportunities (trips, visitors, artefacts)	Trip to St. Chads Cathedral Visit from Father Tony to aid Confirmation preparation.					

Specific Objectives (broken down for each theme)

Theme Title	Active Earth	The Wars	The Victorians	Born in the USA	Transition Unit
Geography	<p>NC: Locational knowledge ☑ locate the world's countries, using maps, concentrating on their environmental regions, key physical and human characteristics ☑ 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: ☑ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>			<p>NC: Locational knowledge ☑ 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 ☑ 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: ☑ 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: Dolymoch – residential visit</p> <p>Geographical skills and fieldwork ☑ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ☑ 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 Geography 187 ☑ 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>
History		<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>

<p>Music</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☑ improvise and compose music for a range of purposes using the inter-related dimensions of music ☑ use and understand staff and other musical notations ☑ develop an understanding of the history of music. ☑ 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"> ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ 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"> ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ 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] ☑ ☑ about great artists, architects and designers in history. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ☑ to create sketch books to record their observations and use them to review and revisit ideas ☑ 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>☑</p>
<p>Design and Technology</p>	<p>Design</p> <ul style="list-style-type: none"> ☑ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> ☑ 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 <p>Evaluate</p> <ul style="list-style-type: none"> ☑ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p>☑ apply their understanding of computing to program, monitor and control their products.</p>		<p>☑</p> <p>Cooking and nutrition</p> <ul style="list-style-type: none"> ☑ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>☑</p>	