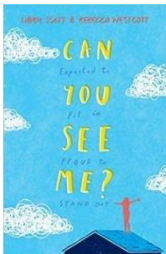
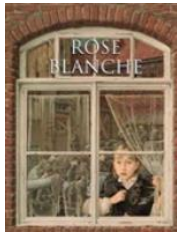
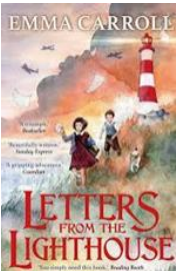
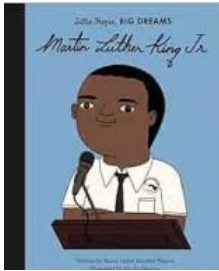
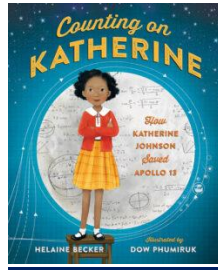
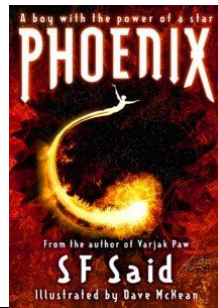
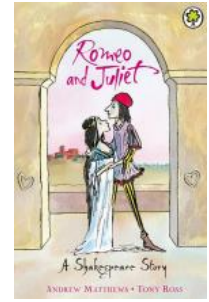
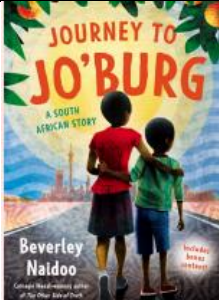


Year 6

Curriculum Overview Map

	Autumn 1 Character	Autumn 2 Community	Spring 1 Cultural Roots	Spring 2 Curiosity	Summer 1 Courage	Summer 2 Communication
Core texts	<u>Civilisations and Climate Change</u> - The Journey  - Can you see me? 	<u>War Zones and Waypoints</u> - Rose Blanche  - Letters from the Lighthouse 	<u>Marching towards Equality</u> Martin Luther King Jr – Volume 33  Journey to Jo'burg	<u>Mountains: Majestic and Mighty</u> - Everest  - Dragon Mountain 	<u>History across Horizons</u> Counting on Katherine  Phoenix 	<u>Fieldwork Frontiers</u> The Highwayman  Romeo and Juliet (A Shakespeare Story) 

						
Design & Technology / Art Key Artists Romare Bearden	Calligraphy - inspired by Ali Alhamoud's Sculptures. Pupils choose a word/phrase that represents themselves and "draw it in the air" using aluminium craft wire and paper. 	Cooking & Nutrition: Woolton Pie (WWII) Drawing Charcoal sketch of a scene during The Blitz, focusing on expressing movement through dynamic lines (e.g. falling bombs, rushing crowds, searchlights sweeping the sky, smoke rising). Choose a style of drawing suitable for the work e.g. realistic or impressionistic.	Collage – Inspired by Romare Bearden/ Use collage to tell stories or represent memories, like Bearden's art.  Experiment with scale, proportion, and focal points	Painting Mountain landscape inspired by Georgia O'Keeffe. Combine colours, tones, tints to enhance the mood of a piece. 	Design/Make/Evaluate: Electrical systems: controllable vehicle	Design/Make/Evaluate: Textiles – Tapestry
History	Early Islamic Civilisation	World War II	The Civil Rights Movement		History of the wider world – The history of space exploration	

Geography	Global goal 15 – Life on land	Map reading: using maps to explain and communicate		Key topographical features - focus on mountains		Fieldwork: human/physical geography trip - Albert Park. Focus on making observations and comparisons between wildlife found in different areas across the park including water, grassland, woodland.
Science	Snap Science ‘Classification of living things’– Module 1 1.How can we sort the mess? 2.What plants are there other than flowering plants? 3.How can we classify animals? 4.What else is living besides animals and plants? 5.How can we identify living things? 6.What lives here? 7.Where do these organisms fit in my key?	Snap Science ‘Evolution and inheritance’– Module 2 1.How are living things different? 2.How is an organism adapted to live in its habitat? 3.How do an animal’s adaptations help it to survive? 4.What can fossils tell us? 5.How does evolution happen? 6.How did Wallace and Darwin come up with the idea of natural selection?	Snap Science ‘What light does’– Module 3 1.How does light travel? 2.What can we change about a shadow? 3.What might affect the size of a shadow? 4.What affects the size of a shadow? 5.How is light reflected? 6.How do we see objects?	Snap Science ‘Human circulation’– Module 4 1.What is blood made of? 2.What is the circulatory system and what does it do? 3.What is the heart and what does it do? 4.What are blood vessels and what do they do? 5.What did William Harvey find out about the circulatory system?	Snap Science ‘Electricity: changing circuits’– Module 5 1.How do we light the lamp? 2.How can we change a circuit? 3.How can we change the brightness of a lamp? 4.How can we change how other components work? 5.How can we predict which circuit will have the brighter lamp?	Snap Science ‘Body health’– Module 6 1.How can we make healthy food choices? 2.What can happen if you don’t eat a balanced diet? 3.How does physical activity affect heart rate? 4.How do smoking or vaping affect your lung capacity?

Computing	Project evolve Copyright and Ownership, Managing online information Digital agency- Children to consolidate previous years learning in a topic-based projects.	Project evolve Aut2 - Online Bullying, Online Relationships Digital agency- Children to consolidate previous years learning in a topic-based projects.	Project evolve Spr1 - Privacy and Security Programming- Animate an adventure, Code a cartoon, Pong game	Project evolve Spr2 - Self-image and identity Programming- Micro bits	Project evolve Sum1 - Online reputation Programming- Micro bits	Project evolve Sum2 - Health, wellbeing and lifestyle Digital agency- Children to consolidate previous years learning in a topic-based projects.
Music	Advanced rhythms	Songs of WW2	Dynamics, pitch and texture (Theme: Coast – Fingal’s Cave by Mendelssohn)	Film music	Theme and variations (Theme pop art)	Composing and performing a Leavers’ song
RE	U2.7 What matters most to Christians and Humanists?	Why do Hindus want to be good?	U2.3 What do religions say to us when life gets hard?	U2.3 What do religions say to us when life gets hard?	Christians and how to live: What would Jesus do?	Christians and how to live: What would Jesus do?
PSHE	All about me. What makes you, you? Can we be friends? What makes you special? What makes you smile? How do you feel?	What does togetherness mean? What is remembrance? Are we all the same? What is a bully? How can we deal with bullying? What makes a new friend? Why do we exercise?	How do we keep clean? What is peer pressure? Why is it important to relax? Digital resilience How can we keep ourselves safe online? Alcohol and drugs	Who is the NSPCC? What is a safe relationship? How can we keep ourselves safe? Who can I talk to? What makes me unique?	Growing up Life cycles Why is my body changing? Why are boys and girls different? Is it fun or is it fear?	What have you achieved? How have you succeeded this year? What challenges have you come across? Is money important? Jobs and careers

	How do we keep each other safe in school? What is love? What is trust?		What is peer pressure?			What are your dreams and goals for next year?
Hooks, Experiences and Visits	Eden Camp	Into University	Into University			End of Y6 residential and trips
Parental Engagement Opportunities		Parents in to make Woolton pie				End of Primary School show/assembly – last day at 10am

Deliberate gaps are incorporated within the curriculum to provide flexibility and allow teachers to respond to ongoing assessment for learning (AfL), ensuring that teaching is adaptive and meets pupils' emerging needs.