# Year 6 New Curriculum Plans 2020/21

| Year 6 | I'M A SURVIVOR | CITY SECRETS | UNITED WE STAND (CHILDHOOD/YOUTH) |
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| | En:<br><br>Ma:<br><br>Sc: Animals, including humans (the heart/circulatory system); Electricity<br><br>G: Greece and the Mediterranean; Antarctica; Earthquakes and Volcanoes<br><br>H: Ancient Greece – a study of Greek life and achievements and their influence on the western world.<br><br>DT: Construction – Wooden item<br><br>Art: Drawing; Painting.<br><br>MFL: Time; Christmas in Spain – cultural traditions<br><br>Mu: Listen, improvise, play and perform – *Charanga*<br><br>P.E: Frisbee, Gymnastics<br><br>Co: E-safety – a balanced lifestyle; Media – combine forms of media and create a green screen; Information Literacy – reliability and validity of information<br><br>R.E: Pilgrimage – Why is pilgrimage important to some religious believers? Kingdom of God – What kind of king is Jesus? | En:<br><br>Ma:<br><br>Sc: Living things and their habitats (classification); Evolution and Inheritance<br><br>G: Study of Scottish Highlands (UK) and Yucatan Peninsula (North America)<br><br>H: Ancient Maya<br><br>DT: Cooking - 3 course meal<br><br>Art: Drawing; Painting; Collage; Sculpture / 3D form.<br><br>MFL: Spain; Easter in Spain – cultural traditions<br><br>Mu: Listen, explore, sing, perform – *National Anthems*<br><br>P.E: Dance; Athletics<br><br>Co: E-safety – appropriateness of information; Computer Science – write, design and debug a game; Data handling – sort information efficiently (branching database)<br><br>R.E: God – What does it mean if God is holy and loving?; Salvation – What difference does the Resurrection mean to Christians?; How does religion help people live through good times and bad times? | En:<br><br>Ma:<br><br>Sc: Light; Revision of Y6 topics.<br><br>G: Saltaire, Yorkshire; UK locations linked to Childhood in British History beyond 1066 topic<br><br>H: A study of Childhood in British History beyond 1066 (with specific focus on the Victorian era).<br><br>DT: Sewing/textiles – Quilted and embellished item<br><br>Art: Drawing; Painting; Printmaking; Textiles.<br><br>MFL: Let's go shopping topic; Dos de Mayo celebrations – cultural traditions<br><br>Mu: Listen, improvise, play and perform – *Y5/6 performance*<br><br>P.E: Tennis; Orienteering<br><br>Co: E-safety – digital footprints; Media – create interactive products and manipulate sound files; Information Literacy –search engines and rankings<br><br>R.E: What does it mean for Muslims to follow God?; How can following God bring freedom and justice?<br><br>PSHE: Relationships – What will change as we |

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| | PSHE: Health and Wellbeing – How can we keep healthy as we grow? | PSHE: Living in the wider world – How can the media influence people? | become more independent? How do friendships change as we grow? |

| Year 6 Science | | | |
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| | **Autumn**<br>**I'm a Survivor**<br>  | **Spring**<br>**City Secrets**<br>  | **Summer**<br>**United we stand**<br>   |
| Programmes of study | **Animals including humans**<br>We will:<br>- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood<br>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function<br>- describe the ways in which nutrients and water are transported within animals, including humans | **Living things and their habitats**<br>We will:<br>- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals<br>- give reasons for classifying plants and animals based on specific characteristics | **Light**<br>We will:<br>- recognise that light appears to travel in straight lines<br>- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye<br>- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes<br>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them |
| Programmes of study | Electricity<br>We will:<br>- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches<br>- use recognised symbols when representing a simple circuit in a diagram | **Evolution and Inheritance**<br>We will:<br>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago<br>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>- identify how animals and plants are adapted to suit their environment in different ways | |

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| | | and that adaptation may lead to evolution | |
| Working scientifically | We will:<br>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>- use test results to make predictions to set up further comparative and fair tests<br>- report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations<br>- identify scientific evidence that has been used to support or refute ideas or argument | We will:<br>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>- use test results to make predictions to set up further comparative and fair tests<br>- report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations<br>- identify scientific evidence that has been used to support or refute ideas or argument | We will:<br>- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary<br>- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br>- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs<br>- use test results to make predictions to set up further comparative and fair tests<br>- report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations<br>- identify scientific evidence that has been used to support or refute ideas or argument |

| Year 6 Geography | | | |
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| | **Autumn**<br>**I'm a Survivor**<br>  | **Spring**<br>**City Secrets**<br>  | **Summer**<br>**United we stand**<br>   |
| Locational Knowledge | **Where is Greece?**<br>We will:<br>- locate Greece on a map, labelling major settlements, neighbouring countries, and surrounding seas;<br>- talk about Greece's location using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night.<br><br>**Where is Antarctica?**<br>We will:<br>- locate Antarctica (and the polar regions generally) on a map, labelling surrounding countries and seas;<br>- talk about Antarctica's location using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night. | **Where is South America?**<br>We will use maps to locate South America, concentrating on environmental regions, key physical and human characteristics, countries and major cities.<br><br>**Where is Mexico?**<br>We will:<br>- locate Mexico on a map, labelling major settlements, neighbouring countries, and surrounding seas;<br>- talk about Mexico's location using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night. | **Where is Saltaire?**<br>We will:<br>- locate Saltaire within the UK on a map, revise the UK's four countries, major settlements, neighbouring countries, and surrounding seas;<br>- talk about Saltaire's location using geographical language, including latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, incl. day and night. |

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| Place Knowledge | **What is modern-day Athens like?**<br>We will find out about the human and physical geography of Athens and describe it using geographical ideas and language. | **What is Mexico City like?**<br>We will find out about the human and physical geography of Mexico City and describe it using geographical ideas and language.<br><br>**How does living in the Yucatan Peninsula compare with living in the Scottish Highlands?**<br>We will understand geographical similarities and differences by studying the human and physical geography of the Scottish Highlands and the Yucatan Peninsula. | **What is Saltaire like?**<br>We will find out about the human and physical geography of Saltaire and describe it using geographical ideas and language. |
| Human and Physical Knowledge | **Why do earthquakes and volcanoes occur in the Mediterranean region?**<br>We will:<br>- revise the geographical processes that cause mountains;<br>- learn about the geographical processes that cause earthquakes and volcanoes in the Mediterranean area;<br>- describe them using geographical and scientific ideas and language.<br><br>**Could I survive a trip to Antarctica?**<br>We will:<br>- learn about the physical features of this area<br>- learn about its wildlife and climate<br>- find out if it has always been covered in ice and why it is a frozen continent today.<br>- explore why Antarctica is important for measuring climate change;<br>- find out about types of tourism to this area and its impact. | **How does living in the Yucatan Peninsula compare with living in the Scottish Highlands?**<br>Through a study of the Scottish Highlands and the Yucatan Peninsula, we will describe and understand:<br>- types of settlement and land use;<br>- economic activity, including trade links;<br>- the distribution of natural resources including energy, food, minerals and water. | |
| Geographical Fieldwork | **How can I find out where Greece is?**<br>We will:<br>- use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of Greece, Athens and the Mediterranean | **How can I find out where Mexico is?**<br>We will:<br>- use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of Mexico, Mexico City and the Yucatan | **How can I find out where Saltaire is and what its main geographical features are?**<br>We will:<br>- use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of Saltaire; |

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| | region;<br>- use maps, atlases and globes, and digital/computer mapping to locate Greece, Athens and the Mediterranean region, and describe features studied.<br><br>**How can I find out where Antarctica is?**<br>We will:<br>- use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of Antarctica and the surrounding area;<br>- use maps, atlases and globes, and digital/computer mapping to locate Antarctica and describe features studied. | Peninsula;<br>- use maps, atlases and globes, and digital/computer mapping to locate Mexico, Mexico City and the Yucatan Peninsula, and describe features studied.<br><br>**How can I find out where the Scottish Highlands are?**<br>We will:<br>- use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys (including the use of OS maps) to build knowledge of the Scottish Highlands;<br>- use maps, atlases and globes, and digital/computer mapping to locate the Scottish Highlands, and describe features studied. | - use maps, atlases and globes, and digital/computer mapping to locate Saltaire and describe features studied;<br>- Use a range of fieldwork methods, including sketch maps, plans and graphs, and digital technologies, to observe, measure, record and present the human and physical features in the Saltaire area of Bradford. |

| Year 6 History | | | |
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| | **Autumn**<br>**I'm a Survivor**<br>  | **Spring**<br>**City Secrets**<br>  | **Summer**<br>**United we stand**<br>   |
| Changes in Britain | | | Study of a theme or aspect in British History that extends pupils' chronological knowledge beyond 1066:<br>**What was it like to be a child in Britain at different points in history since 1066?**<br>We will find out about the experience of a being a child in different periods of British History beyond 1066, focusing particularly on life during the Victorian era. |
| Local History Study | | | **Why is Saltaire important in the history of our local area?**<br>We will learn about Saltaire as an example of a site dating from a period beyond 1066 that is significant in the locality. |
| Earliest Civilisations | **What did the Ancient Greeks ever do for us?**<br>We will find out about Ancient Greece by studying Greek life and achievements and their influence on the western world. | | |
| Non-European Society | | **Who were the Ancient Maya?**<br>We will find out the Mayan civilization c AD900 as an example of a non-European society that provides contrasts with British History. | |

## Year 6 Design Briefs (DT)

| | Autumn<br>I'm a Survivor<br> | Spring<br>City Secrets<br> | Summer<br>United we stand<br> |
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| Challenges to solve | Can you be the next top joiner/cabinet-maker? | Can you be the next top chef/cook? | Can you be the next top textile designer? |
| Background research and design | We will:<br>- 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<br>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | We will:<br>- 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<br>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | We will:<br>- 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<br>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design |
| Knowledge of designers. | What designers do you know? | What cooks/chefs do you know? | What textile designers do you know? |
| Skill for life – make | We will:<br>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional | We will:<br>- understand and apply the principles of a healthy and varied diet<br>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques<br>- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and | We will:<br>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately<br>- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional |

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| | properties and aesthetic qualities<br>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures<br>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]<br>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]<br>- apply their understanding of computing to program, monitor and control their products. | processed. | properties and aesthetic qualities |
| Evaluate | We will:<br>- investigate and analyse a range of existing products<br>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>- understand how key events and individuals in design and technology have helped shape the world | We will:<br>- investigate and analyse a range of existing products<br>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>- understand how key events and individuals in design and technology have helped shape the world | We will:<br>- investigate and analyse a range of existing products<br>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work<br>- understand how key events and individuals in design and technology have helped shape the world |
| The small make | Can you make a useful household utensil or fixing from wood? | Can you cook a quick, simple meal that includes a main dish and a pudding? | Can you make a fabric book mark with embellishments? |
| The big make | **Can you design, pitch and sell your product at the school fair?** | **Can you create a 3 course meal?** | **Can you create a memory using textiles?** |

| Year 6 Art | | | |
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| | **Autumn**<br>**I'm a Survivor**<br>  | **Spring**<br>**City Secrets**<br>  | **Summer**<br>**United we stand**<br>   |
| Skills | We will:<br>- Develop Drawing and Painting skills, using images of Greek Vases as a starting point;<br>- Develop Drawing and Painting skills, using scientific and non-scientific images of the heart as starting points. | We will:<br>- Develop Drawing, Painting and Collage skills to create our landscape art, using paintings and photographic images of Mexico as starting points;<br>- Develop Sculpture/3D form skills, using images of Mayan artefacts as our starting points. | We will:<br>- Develop Drawing and Printmaking skills, using Victorian and contemporary portraiture as our starting points;<br>- Develop Textiles / Collage skills, using images of Victorian samplers and contemporary patchwork quilts as our starting points. |
| Evaluation | We will:<br>- Begin to give reasoned evaluations of both our own and others' work, taking into account the starting points, intentions and context behind the work. | We will:<br>- Give reasoned evaluations of both our own and others' work, taking into account the starting points, intentions and context behind the work.<br>- Begin to adapt work according to our own and others' views and describe what we have done. | We will:<br>- Give reasoned evaluations of both our own and others' work, taking into account the starting points, intentions and context behind the work;<br>- Adapt work according to our own and others' views;<br>- Describe how we might develop our work further, using art language with greater sophistication. |

| Year 6 Computing | | | |
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| | **Autumn**<br>**I'm a Survivor**<br>  | **Spring**<br>**City Secrets**<br>  | **Summer**<br>**Where it all Began**<br>  |
| E-safety | We will:<br>- Understand and explain the importance of a *balanced lifestyle* with respect to technology use. | We will:<br>- Evaluate whether games, websites and social media are appropriate for specific age groups. | We will:<br>- Understand and explain the importance of a positive '*digital footprint'.* |
| Computer science | **Can I create an appealing game for my age group or younger to play?**<br>We will:<br>- design, write and debug games programs that accomplish specific goals<br>- use variables in coding | | |
| Media | | **Can I combine forms of media purposefully?**<br>We will:<br>- create a short green screen film linked to our curricular learning. | **Can I create a multi-media project for a given audience?**<br>We will:<br>- edit and manipulate multi-track music and sound, and refine it for a given audience or project. |
| Data handling | | **Can I sort information efficiently using technology?**<br>We will:<br>- create a branching database to filter, sort and present data. | |
| Information Literacy | We will:<br>- check the plausibility of information from a variety of chosen sources on the same topic;<br>- make informed judgments about the validity of information on a website and be aware of bias.<br>- understand how search engines work and rank results. | | |