

All Saints' CEVCP School

Year 6 Curriculum Planning



	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
	<p>Children will:</p> <p>Develop an excellent knowledge and understanding of people, events and contexts from a range of historical periods and of historical concepts and processes. Think critically about history and communicate ideas confidently. Think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. Develop a passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways. Develop respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements. Develop a desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.</p>					
History	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England</p> <ul style="list-style-type: none"> - Viking raids and invasion - Resistance by Alfred the Great and Athelstan, first king of England - Viking kings - Viking life 					<p>Study of an aspect or theme of British history</p> <p>- changes in crime and punishment as an aspect of social history from the Anglo-Saxons to the present</p>
Geography	<p>Children will:</p> <p>Develop an excellent knowledge of where places are and what they are like. Develop an extensive base of geographical knowledge and vocabulary (ie. climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes...) Develop geographical enquiry and the ability to apply questioning skills and the ability to reach conclusions from their findings. Develop a passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there. Develop the ability to express well-balanced opinions, rooted in excellent knowledge and understanding about current and contemporary issues in society and the environment.</p>					

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		<p>Our changing world</p> <ul style="list-style-type: none"> - Describe and understand the key aspects of physical geography - weathering, erosion, coastlines, changing landscapes, changing boundaries - Use maps, atlases, globes and digital/computer mapping to locate features studied 	<p>Trade and Economics</p> <ul style="list-style-type: none"> -Describe and understand key aspects of human geography including: <ul style="list-style-type: none"> - types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water -understand geographical similarities and differences through the study of human and physical geography of a region within South America 	<p>Mapwork</p> <ul style="list-style-type: none"> - use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies 		
Science	<p>Children will:</p> <ul style="list-style-type: none"> Develop the ability to think independently and raise questions about working scientifically. Develop confidence and competence in planning and carrying out scientific investigations. Develop excellent scientific knowledge and understanding when solving problems, giving explanations and reporting their findings. Develop high levels of originality, imagination or innovation in the application of skills. Develop the ability to undertake practical work in a variety of contexts, including fieldwork. Develop a passion for science and its application in past, present and future technologies. <p>When working scientifically children will:</p> <ul style="list-style-type: none"> - Plan enquiries, including recognising and controlling variables where necessary - Use appropriate techniques, apparatus and materials during fieldwork and laboratory work - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs and models - Use test results to make predictions to set up further comparative and fair tests 					
	Physics – Forces and magnetism		Chemistry – The Particle Theory		Biology – Plants and photosynthesis	

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	Chemistry – Chemical change	Biology – Human health and fitness	Physics – Energy and sound		
	Biology – Environment, ecology and evolution	Physics - Electricity	Chemistry – Geology, mixtures and separation		
	Physics - Light	Chemistry – Water, acids and alkalis	Biology – Human body and senses		
ICT/ Computing	Children will: Develop competence in coding for a variety of practical and inventive purposes, including within other subjects. Develop the ability to connect with others safely and respectfully. Develop the ability to collect, organise and manipulate data effectively. Develop an understanding of the connected nature of devices. Develop the ability to communicate ideas well by using applications and devices throughout the curriculum.				
	Use search technologies effectively Appreciate how results are selected and ranked, and be discerning in evaluating digital content				Ipad visual literacy project
Art/DT	In Art children will: Develop an impressive knowledge and understanding of other artists, craftmakers and designers from a variety of cultural backgrounds. Develop the ability to select materials, processes and techniques skilfully and inventively. Develop the ability to reflect on, analyse and critically evaluate their own work and that of others. In DT children will: Develop the ability to carry out research in order to influence and form their own ideas. Develop a thoroughly knowledge of which materials, tools and equipment to use to make their own product. Evaluate their ideas and products against their own design criteria and consider views to improve their work.				
	Collage/sketching North American artists	DT – Chinese Invention	Drawing/painting Plants and flowers	DT – Funky Furnishing - Textiles	Painting/Drawing Impressionists

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PE	<p>Children will:</p> <p>Acquire new skills and knowledge exceptionally well and develop an in depth understanding of all aspects of PE.</p> <p>Develop a willingness to practise skills in a wide range of different activities in small groups and in teams and to apply their skills confidently.</p> <p>Develop knowledge of how to improve their own and others' performance.</p> <p>Develop the ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.</p> <p>Develop a willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra curricula sport.</p>					
	<p>OAA challenges Find them, solve them challenges</p> <ul style="list-style-type: none"> - Take part in outdoor and adventurous activity challenges both individually and within a team <p>Netball</p> <ul style="list-style-type: none"> - Play competitive games and apply basic principles suitable for attacking and defending 	<p>Invasion games Tag rugby</p> <ul style="list-style-type: none"> - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games and apply basic principles suitable for attacking and defending <p>Gymnastics Group sequences (floor and apparatus)</p> <ul style="list-style-type: none"> - Develop flexibility, strength, technique, control and balance. 	<p>Invasion games Hockey</p> <ul style="list-style-type: none"> - Play competitive games and apply basic principles suitable for attacking and defending <p>Dance The River</p> <ul style="list-style-type: none"> Perform dances using a range of movement patterns 	<p>Gymnastics Transition challenge</p> <ul style="list-style-type: none"> Develop flexibility, strength, technique, control and balance. <p>Dance Warriors and monsters</p> <ul style="list-style-type: none"> - Perform dances using a range of movement patterns 	<p>Striking/fielding games Cricket</p> <ul style="list-style-type: none"> - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games and apply basic principles suitable for attacking and defending 	<p>Net games Tennis</p> <ul style="list-style-type: none"> - Play competitive games and apply basic principles suitable for attacking and defending <p>Athletic challenges Running</p> <ul style="list-style-type: none"> Use running in isolation and in combination

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RE	Children will: Develop an outstanding level of religious understanding and knowledge. Develop the ability to ask highly reflective questions about religion./ challenge Develop a strong understanding of how beliefs, values, practices and ways of life within any religion cohere together. Develop the ability to link the study of religion and belief to personal reflections on meaning and purpose. Develop a wide knowledge and deep understanding across a wide range of religions and beliefs.					
	Christianity How do Christians show their belief that Jesus is God incarnate?	Buddhism How does the Triple Refuge help Buddhists in their journey through life?	Hinduism How do questions about Brahman and atman influence the way a Hindu lives?	Hinduism How does tawhid create a sense of belonging to the Muslim community?	Christianity Should believing in the resurrection change how Christians view life and death?	Humanism Why do humanists say happiness is the goal of life?
Philosophy	Children will: Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate					
	The Bunyip of Berkeley's Creek Existence Identity		Wilfred Gordon MacDonald Partridge Memory, memories and remembering Identity Being old		The Very Best of Friends Friendship Feeling unloved Grief	
PSHE	E Safety Recap prior learning SMART	Financial capability Enterprise	Drug education	Anti-bullying	Sex and relationship education	Managing change
Music	Children will: Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations.					
	<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 interrelated dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory 					

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	<ul style="list-style-type: none"> - Use and understand staff and other musical notations - Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians 		
French	<p>Children will:</p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Develop the confidence to speak with good intonation and pronunciation.</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Understand basic grammar appropriate to the language being studied</p> <p>Develop an awareness of the culture of the country where the language is spoken.</p>		
	Ou vas tu?	On mange!	Le cirque
SMSC	<p>Within our curriculum we will promote and enhance our pupils Spiritual, Moral, Social and Cultural education by:</p> <p>Spiritual development Enabling our pupils to:</p> <ul style="list-style-type: none"> -be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and actions -have a sense of enjoyment and fascination in learning about themselves, others and the world around them -use their imagination and creativity in their learning -develop a willingness to reflect on their experiences. <p>Moral development Enabling our pupils to:</p> <ul style="list-style-type: none"> -recognise the difference between right and wrong, readily applying this understanding in their own lives and, in so doing, respect the civil and criminal law of England -understand the consequences of their behaviour and actions -have an interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues. <p>Social development Enabling our pupils to:</p> <ul style="list-style-type: none"> -use of a range of social skills in different in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds -develop a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively -develop an acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; how pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively 		

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to life in modern Britain.

Cultural development

Enabling our pupils to:

- develop an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- develop an understanding and appreciation of the range of different cultures within the school and further afield as an essential element of their preparation for life in modern Britain
- develop a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic , sporting and cultural opportunities
- develop an interest in exploring and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups locally, nationally and globally.

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