

Year 6 Wider Curriculum

	Autumn	Spring	Summer
Science	<p>Living things and their habitats Pupils should be taught to:</p> <p>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</p> <ul style="list-style-type: none"> □□give reasons for classifying plants and animals based on specific characteristics. <p>Animals, including humans Pupils should be taught to:</p> <p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <ul style="list-style-type: none"> □□recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function □□describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Evolution and inheritance Pupils should be taught to:</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> □□recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents □□identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Electricity Pupils should be taught to:</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <ul style="list-style-type: none"> □□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 □□use recognised symbols when representing a simple circuit in a diagram. <p>Light Pupils should be taught to:</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> □□recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents □□identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

<p>Geography</p>	<p><u>Where does water come from?</u> Rivers Water cycle Economic activity: trade links explain why many cities of the world are situated by rivers explain how a location fits into its wider geographical location; with reference to physical features explain how the water cycle works explain why water is such a valuable commodity explain why people are attracted to live by rivers</p>	<p><u>What makes South America different?</u> Locational Knowledge locate the world's countries, using maps to focus on Europe (UK) and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and South America Human and Physical Geography 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 physical geography, including: climate zones, rivers, mountains, volcanoes.</p>	<p><u>Where does it all come from?</u> Human and Physical Geography describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of UK imports and exports. 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. 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>History</p>	<p><u>What was the fighting for? [WW1/2]</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure knowledge and understanding of British, local and world history 	<p><u>Where did it all begin? [Mayans]</u> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and 	<p><u>What influences have invaders had on the British law and justice system?</u> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> Continue to develop a chronologically secure

	<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection of relevant historical information 	<p>understanding of British, local and world history, establishing clear narratives.</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time. Understand how our knowledge of the past is constructed from a range of sources. 	<p>knowledge and understanding of British, local and world history</p> <ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection of relevant historical information
Art	<p>How is expression shown through painting?</p> <ul style="list-style-type: none"> Improve their mastery of painting – specifically looking at colour mixing Create shades and tints using black and white. Carry out preliminary studies, test media and materials and mix appropriate colours. Use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas. Develop ideas using different or mixed media, using a sketchbook. about great artists, architects and designers in history. 	<p>How can we use line and tone to make an object 3d?</p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas Develop ideas using different or mixed media, using a sketchbook. to improve their mastery of art and design techniques, including drawing. Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape. 	<p>What makes a sculpture?</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.
I.T.			

<p>D.T.</p>	<p>Bridges – Structures</p> <p>Design</p> <ul style="list-style-type: none"> • 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 • 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 tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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"> • investigate and analyse a range of existing products 	<p>Pop-up books – Mechanisms</p> <p>Design</p> <ul style="list-style-type: none"> • 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 • 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 tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and 	<p>Steady hand games – Electrical systems</p> <p>Design</p> <ul style="list-style-type: none"> • 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 • 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 tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • 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"> • investigate and analyse a range of existing products
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	<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>Technical Knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures 	<p>consider the views of others to improve their work</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<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>Technical Knowledge</p> <ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
MFL			
Music			
P.E.			
R.E.			
PSHE			
Citizenship			