

History

I can say where a period of history fits on a timeline.
I understand the term concurrent events and can show examples of these using a timeline.
I can summarise the main events from a specific period in history, explaining the order in which key events happened.
I can summarise how Britain has had a major influence on world history.
I can explain how one event can sometimes be the cause of another e.g. WWI and WWII (cause and consequence).
I can identify and understand the concept of propaganda.
I can describe a key event from the past using a range of evidence from different sources
Recognise primary and secondary sources and their reliability.

Computing

I can explain how to participate effectively in discussions online and manage conflict or disagreements (PSHE)
I understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented.
I can explain strategies to respond to pressure from friends online (PSHE)
I can assess the risk of different online 'challenges' and 'dares' (PSHE)
I can explain how to get advice and report concerns about personal safety online (PSHE)
I follow the school's safer internet rules

Geography

I can use maps, aerial photos, plans and web resources to describe what a locality might be like.
I can describe how some places are similar and others are different in relation to their physical features.

MFL

Unit P: Actions
Using action verbs in the first person.
Using action verbs in the third person singular.
Using some adverbs.
Naming craft materials.
Using the perfect past tense in the third person singular form.

Science

I know how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.
I compare and give reasons for why components work and do not work in a circuit.
I draw circuit diagrams using correct symbols.

DT

I can follow and refine my plan if necessary.
I can justify my plan to someone else.
I can work within constraints.
I can test and evaluate my product to check it meets design criteria.
I can apply the principles of a healthy and varied diet.
I can use an exploded diagram to communicate my ideas.

Curriculum Content - Year 6

Skill coverage



Autumn 1 Big Question: Was WWII fought on the Home Front?

Enrichment Opportunities

Trip to National Memorial Arboretum

Poet Visit—Andy Tooze

Dot Day

Art

Artist Focus: Hector Gonzalez—How is detail created in drawing to make them look realistic?

I can explain why I have combined different tools to create my drawings.
I can use the grid method to understand proportions and to draw accurately.
I can explain why I have chosen specific drawing techniques including using different materials such as pencil or charcoal.
I can explain how light sources affect the creation of shadows, which affect how an object should be shaded.
I know that drawing can lead to a range of jobs such as architecture, fashion design, interior design and illustration.

PSHE

I know about the link between values and behaviour and how to be a positive role model.
How to discuss issues respectfully.
How to listen to and respect other points of view.
How to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements .
To compare the features of a healthy and unhealthy friendship.
I know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.
Strategies to respond to pressure from friends including online.
How to assess the risk of different online 'challenges' and 'dares'.
How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.
How to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations.

PE

I can develop sequences in a specific style.
I can choose my own music and style.

Music

I can show an increasing awareness of the inter-related dimensions of music, pulse and articulations.
I can compare and discuss differences in performances of the same piece of music.
I can recognise structures e.g. rondo, variation, twelve bar blues, binary, ternary, verse-chorus, intro/outro, through composed.

RE

Creation and Science: conflicting or complementary?
Explore the origins of sacred writings and consider their importance for believers.
Explore the meaning of stories about the beginning of the world and reflect upon their significance.
Explore the meaning of religious stories and reflect on key words and phrases.
Investigate how God's relationship with people helps them to make sense of life.
Explore religious stories about the environment and how that affects believers'

Maths - Areas of Learning

Number & Place Value

Four Operations

History

Battle of Britain

The Blitz

How Britain prepared for War: evacuation, rationing & blackouts.

Home Front: Land girls, Air-raid wardens, munitions factory.

Propaganda.

Computing

E-Safety

Networking

Geography

Comparison between cities in Britain and Germany that were heavily bombed.

PE

Indoor PE - Dance: Charleston, Lambeth Walk & Lindy Hop

Outdoor PE: Football

English - Reading - Texts

Letters from The Lighthouse

Digging for Victory

Goodnight Mister Tom

The Lion in the Unicorn

When The Road Ends

DT

Cooking

Curriculum Content - Year 6

What does this look like in the classroom?



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Was WWII fought on the Home Front?

Enrichment Opportunities

Trip to National Memorial Arboretum

Poet Visit—Andy Tooze

Dot Day

Music

Listening and Appraising

Art

Sketching of WW2 images

Propaganda posters

English - Writing Opportunities

Recounts—diary, letter.

Non-fiction—biographies, non-chronological reports.

Science

Electricity

Electrical components

Circuits

Significant Scientific figure

PSHE

Families & Friendships

Safe Relationships

Respecting Ourselves and Others

MFL

Salut Unit P - Actions

RE

Creation & Science: Conflicting or Complementary