

History

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 describe a key event from the past using a range of evidence from different sources

Geography

I can name the largest desert in the world.
I can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles.
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.
I can describe how some places are similar and others are different in relation to their human features.
I can give extended descriptions of the physical features of different places around the world.

Science

Evolution and inheritance

I know how the Earth and living things have changed over time.
I know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).
I know how animals and plants are adapted to suit their environment.
I link adaptation over time to evolution.
I know about evolution and can explain what it is.

PE

Use written descriptions to follow a map
Create fun and engaging challenges.
Complete a complex task by refining ideas.
Know ways they can become healthier.
Use stretches and balances to improve body control and mental wellbeing.

DT

I can consider culture and society in my designs.
I can use computer-aided design to further communicate my ideas.
I can use tools and materials precisely.
I can change the way I am working if needed.
I can assess if my final product is fit for purpose.
I can ensure that my work is precise and accurate and can be stiffened for more complex structures.

Curriculum Content - Year 6

Skill coverage



Spring 1 Big Question:
Who was the greatest explorer?

Enrichment Opportunities

Explorer Workshop
NSPCC Workshop
Safer Internet Day

Art

I can make a record about the styles and qualities in my work.
I can say what my work is influenced by.
My sketch book contains detailed notes, and quotes explaining about items.
I can explain what my own style is.
I can use a wide range of techniques in my work including using water to affect the hue and transparency of my work.
I can explain why I have chosen specific painting techniques.

MFL

I can identify feminine, masculine and neuter forms and the conjugation of high-frequency verbs.
I can describe people, places, things and actions orally
I can describe people, places, things and actions in writing

PSHE

To know that universal rights are there to protect everyone and have primacy, both over national law and family and community practises.
To understand the meaning of extremism and give some examples from history
To understand the difference between civil/criminal and religious laws
About the benefits of safe internet use e.g. learning, connecting and communicating.
How and why images online might be manipulated, altered, or faked
How to recognise when images might have been altered.
Why people choose to communicate through social media and some of the risks and challenges of doing so.
That social media sites have age restrictions and regulations for use
The reasons why some media and online content is not appropriate for children
How online content can be designed to manipulate people's emotions and encourage them to read or share things.
About sharing things online, including rules and laws relating to this.
How to recognise what is appropriate to share online.
How to report inappropriate online content or contact .

Computing

I can perform search queries
I can explain how a database works.
I can discuss the risks of online use of technology.
I can design a solution by breaking a problem up.

RE

Explore the origins of sacred writings and consider their importance for believers.
Explore a variety of religious texts and teachings.
Explore symbolism and intended meaning for believers.
Research key events in the development of a religious tradition and explain the impact on believers today.
Investigate the importance of ceremonies in which special moments in life cycles are marked.
Investigate ceremonies associated with joining faith communities and discuss the meaning of commitment.

Music

Compose an 8-bar piece on percussion, in 3-time and using chords F and C major.
Sing a round accurately and in a legato style.
Sing a chorus in two-part harmony with dancing on the beat.
Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).

Maths - Areas of Learning

Coordinates, Measures, Statistics, Time
Ratio, Algebra & Four Operations.

History

Looking at historical explorers:

Shackleton

Study of key scientific and historical figures:

Charles Darwin

Computing

Databases

E-Safety

Geography

Exploration of land, sea, space and areas of the world that
had previously been undiscovered.

Arctic/Antarctic

Galapagos Islands

PE

Orienteering

Mindfulness

English - Reading - Texts

Shackleton's Journey

Why the whale came by

The Hobbit

DT

Construction—Bridges

Curriculum Content - Year 6

What does this look like in the classroom?



Spring 1 Big Question:

Who was the greatest explorer?

Enrichment Opportunities

Explorer Workshop

NSPCC Workshop

Safer Internet Day

Music

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Art

Artist Focus: Banksy

English - Writing Opportunities

Narratives

Letters of application

Q&As

Reports

Biographies

Science

Evolution & Inheritance

Adaptation

Fossils

Inherited Characteristics

PSHE

Universal Rights

E-Safety

Social Media

MFL

Unit R: Family

RE

Commitment

Explore religious ceremonies and commitments made
within different religions.