



Year 6 Topic Overview 2020-2021

Perseverance, Courage, Co-operation, Respect, Aspiration, Responsibility

LEARN, APPLY, CELEBRATE, EVALUATE

Our curriculum at Spon Gate Primary is built upon our core values which feed into every aspect of school life to meet the varied needs of our school community.

Our curriculum enables children to make memories and access a range of experiences which foster a lifelong love of learning. These allow them to be happy and successful now and in the future.

All staff are passionate about enabling each and every child achieving their personal best and therefore our curriculum is tailored, and is continually evolving, to meet the needs of every single child in our care. We aim to provide our pupils with the fundamental building blocks needed to develop the skills and knowledge of a broad and rich curriculum. A key aspect of this is teaching children to be confident readers, writers and mathematicians whilst also giving them the skills to follow their dreams and aspirations, wherever that may lead them.

Term/weeks	Autumn (15 weeks)	Spring (12 weeks)	Summer (13 weeks)
Topic Title	World War II	Maya	Entrepreneurs
Curriculum Driver	History	Geography/History	Values/Careers
Exhibition	WWII tea party	Hot Chocolate cafe	Fiver challenge and Performance development
Enrichment	Duxford museum	Explorer visit	End of year day out and graduation
Quiz			
Learning			
As historians	Use timelines to place time periods and cultural movements Use timelines to show changes in culture, technology and society Use evidence to back up reasons for changes within or across historical time periods. Understand why historical events can be interpreted in different ways Know that some evidence is propaganda, opinion or incorrect and understand how this can affect the way events are interpreted. Evaluate the effectiveness of sources of information Selects the most appropriate source of evidence for different tasks Develop own opinion about historical events Use a variety of ways to present information Select best method for presenting information to different audiences Use accurate and specific dates Understand why World War II occurred Identify key figures of World War II Know key events/situations which occurred during World War II Understand what life may have been like during the war	Use timelines to place time periods and cultural movements Use timelines to show changes in culture, technology and society Describe the difference between the lives of the rich and the poor Makes links between some features of past societies and today. Evaluate the effectiveness of sources of information Selects the most appropriate source of evidence for different tasks Develop own opinion about historical events Use a variety of ways to present information Select best method for presenting information to different audiences Use accurate and specific dates Study Mayan Civilization Understand the development of astronomy, calendar systems and writing Know and use Mayan art techniques	
As geographers	Use eight point of a compass Use symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world	Locate countries in America Identify major areas America identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and	

	<p>Use fieldwork to observe, measure, record and present human and physical features of the local area. Use a range of methods to carry our fieldwork (sketch maps, graphs and digital technologies)- SOLDIER SKILLS</p> <p>(5 weeks total for Geography and History)</p>	<p>Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) RECAP Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and an area of America. Describe and understand key aspects of physical geography (climate zones and deeper understanding of biomes) Use digital/computer mapping to locate countries and describe features studied</p> <p>(4-5 weeks total for geography and history)</p>	
As artists	<p>Painting (background for blitz picture) To use initial ideas to develop a painting. To identify primary, secondary, complementary and contrasting colours. To use colour to reflect mood. Collage (foreground of picture using contrasting colours to paint) (1 week for whole project) To show perspective and scale to a painted background To apply knowledge of different techniques.</p> <p>EXHIBITION- bunting(1/2 week) Textiles To use a running, back, cross and over stitch To use a range of needles and threads Printing To design prints for fabrics or wallpaper To create a relief print</p>	<p>EXHIBITION-Rain-forest trees to make décor for rain-forest café. (1 week) Sculpting To make an armature To produce intricate patterns and textures in a malleable material</p>	<p>Drawing (perspective, mood, tone)- End of year project. Look back through a large room/ tunnel with items on shelves to show their memories of primary school. To explore colour mood and contrast To develop drawings from different perspectives and compositions To experiment with sharp juxtaposition of tones</p>
As designers/makers/ evaluators	<p>EXHIBITION Biscuits/cakes for tea party (1 week) To communicate design ideas using cross sections To use a range of processes including kneading, mixing and shaping To use an oven with support To draw up an evaluation to be carried out by others. (1 week)</p>	<p>Chef Idris- All food elements of DT curriculum To work with ingredients safely and hygienically To know where and how a variety of ingredients are caught and processed. To use a range of tools to cut ingredients To use a range of processes including kneading, mixing and shaping</p> <p>To evaluate, adjust the product and re-evaluate. (hot chocolate recipe for exhibition)</p>	
As computer operators	<p>6.1 Coding (PPA- Autumn 2)</p> <p>PowerPoint Review Year 4 learning at the start of the unit - Add transitions between slides - Add animations to text and pictures - To embed a video in a PowerPoint - To create a PowerPoint aimed at a specified target audience</p>	<p>6.7- Quizzing (create own quiz for end of topic assessment) (PPA- Spring 2)</p> <p>6.2 Online safety (safer internet day) 6.6 Networks (safer internet day)</p>	<p>6.4- Blogging (end of year blog) 6.5 text adventures (PPA- Summer 1)</p> <p>Spreadsheets. (Microsoft Excel) – budgeting for fiver challenge (application of previous skills)</p>
As musicians	Coventry Music Ukulele tuition	Coventry Music Ukulele tuition	Music development (theatre production)
As linguists	PPA-Autumn 1	PPA- Spring 1	PPA- Summer 2
As scientists	Animals including humans (discrete) 1-2 weeks	Living things and their habitats (links to Maya/rain-forests where possible) Science Week (1 week)	Electricity + DT project (electrical circuit/lego) (2 weeks) Design a product using computer aided design (Lego digital designing)

	<p>Identify and name the main parts of the human circulatory system and describe the functions of the key body parts involved</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals including humans.</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> <p>Give reasons for classifying plants and animals based on characteristics.</p>	<p>Design a product as part of a team</p> <p>To make a product with an electrical circuit</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> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Evolution and inheritance (discrete) (1-2 weeks)</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> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents/</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Light (Science Week) (1 week)</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes.</p> <p>Understand why shadows have the same shape as the objects that cast them.</p>
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Additional requirements

<p>Front cover</p> <p>- to change the transparency of a text box</p> <p>Exhibition prep</p> <p>Quiz and reflection</p> <p>White Space lessons</p> <p>RE days x 1</p> <p>Christmas/choir prep (PPA)</p>	<p>Front cover</p> <p>- to use advanced search options to source quality images</p> <p>Exhibition prep</p> <p>Quiz and reflection</p> <p>White Space lessons</p> <p>RE days x 1</p> <p>Dol-y-Moch</p> <p>Mock SATs</p>		<p>Exhibition prep</p> <p>Quiz and reflection</p> <p>White Space lessons</p> <p>RE days x 2</p>
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