

**Giles Brook Primary School**  
**Year Six Long Term Curriculum Overview**

<b>Autumn Y6</b>	<b><u>Unit 1</u></b>		<b><u>Unit 2</u></b>
<b>Science</b>	<p><b><u>Classifying Big small</u></b></p> <ul style="list-style-type: none"> <li>-Carl linnaeus and classification</li> <li>-Cold-blooded vertebrates</li> <li>-Warm-blooded vertebrates</li> <li>-Invertebrates</li> <li>-Plants</li> <li>-Micro-organisms</li> </ul> <p>End of unit 1 trip- Think Tank Museum linking to Unit 1 and 2</p>	<b>Science</b>	<p><b><u>Light and reflection</u></b></p> <ul style="list-style-type: none"> <li>-The pathway of light</li> <li>-See the light</li> <li>-Measuring shadows</li> <li>-Reflecting light</li> <li>-Making a periscope</li> <li>-Using mirrors</li> </ul>
<b>History</b>	<p><b><u>The British Empire</u></b></p> <ul style="list-style-type: none"> <li>-To place historical events chronologically on a timeline</li> <li>-To know how and when settlements in the USA began.</li> <li>-To know how colonies became the USA.</li> <li>-To know how art can be used as a historical source.</li> <li>-To discuss the effect of the EIC on India.</li> <li>-To understand the impact of British rule in India.</li> </ul>	<b>Geography</b>	<p><b><u>Why does population change?</u></b></p> <ul style="list-style-type: none"> <li>-To understand the change and distribution of the global population.</li> <li>-To define birth and death rates and describe why they change.</li> <li>-To recognise the push and pull factors influencing migration.</li> <li>-To begin to understand the impact climate change can have on the global population.</li> <li>-To collect data showing how population impacts the amount of traffic and litter in an area.</li> <li>-To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.</li> </ul>
<b>Computing</b>	<p><b><u>Unit 6.2 Communication</u></b></p> <ul style="list-style-type: none"> <li>-Search engines</li> <li>-Communication using technology</li> <li>-Evaluate online communication</li> </ul>	<b>Computing</b>	<p><b><u>Unit 6.5 Variable in games-</u></b></p> <ul style="list-style-type: none"> <li>-Variables in games</li> <li>-To design a game project</li> <li>-To evaluate a game project</li> </ul>
<b>Art</b>	<p><b><u>Screen Printing</u></b></p> <p>Watercolours and acrylics; brush techniques            Keith waring murals            Create human forms showing movement</p> <p><b><u>Printing</u></b> - Experiment with screen printing</p> <p><b><u>Knowledge of artists</u></b> -Keith Haring</p>	<b>DT</b>	<p><b><u>Automata toys</u></b></p> <ul style="list-style-type: none"> <li>-Automata</li> <li>-Frame assembly</li> <li>-Experimenting with CAMS</li> <li>-Finishing touches</li> </ul>
<b>R.E.</b>	<b><u>Islam</u></b>	<b>R.E.</b>	<b><u>Islam</u></b>

<b>MK syllabus</b>	The mosque in the community Art and architecture	<b>MK syllabus</b>	The Qu'ran
<b>P.S.H.E.</b>	<b><u>Being me in my world</u></b> -My year ahead - Being a global citizen -The learning charter -Our learning charter -Owning our learning charter	<b>P.S.H.E.</b>	<b><u>Celebrating Difference</u></b> -Am I normal? -Understanding difference -Power struggles -Why bully? -Celebrating difference
<b>P.E.</b>	Fitness OAA	<b>P.E.</b>	Games: Hockey Dance: Gymnastics
<b>French</b>	A l'Ecole (P)	<b>French</b>	Le weekend
<b>Music</b>	<b><u>Dynamics, pitch and texture</u></b> -Exploring Fingal's Cave -Making waves: Pitch and dynamics -Making waves: Texture -Group compositions -We are waves	<b>Music</b>	<b><u>Songs of WW2</u></b> -Singing for victory -The White Cliffs of Dover -Pitch up -Harmonise -Let's notate

Spring Y6	<u>Unit 3</u>		<u>Unit 4</u>
Science	<p><b><u>Evolution and Inheritance</u></b></p> <ul style="list-style-type: none"> <li>-Variation</li> <li>-Inheritance</li> <li>-Adaptations</li> <li>-Modeling natural selection</li> <li>-Evolution</li> </ul> <p><b><u>Trip- Oxford</u></b></p>	Science	<p><b><u>Circuits, batteries and switches</u></b></p> <ul style="list-style-type: none"> <li>-Components and circuits</li> <li>-Circuit diagrams</li> <li>-Current and resistance</li> <li>-Batteries and voltage</li> <li>-Voltage and bulb brightness</li> <li>-Practical circuits</li> </ul>
History	<p><b><u>Ancient Greeks</u></b></p> <ul style="list-style-type: none"> <li>-Influence on the western world</li> <li>-Chronological knowledge</li> <li>- Understanding of world/local history</li> <li>-Key dates and vocabulary</li> <li>-Devise, ask and answer more complex questions</li> <li>-Explain significances of events</li> </ul>	Geography	<p><b><u>Where does our energy come from?</u></b></p> <ul style="list-style-type: none"> <li>-Learn about renewable and non-renewable sources of energy work</li> <li>-To know the benefits and drawbacks of different energy sources</li> <li>-Why countries trade energy</li> <li>-Where in the UK renewable energy is generated</li> <li>-How does the US generate energy</li> <li>-The best way to generate energy</li> </ul>
Art	<p><b><u>Weaving</u></b></p> <ul style="list-style-type: none"> <li>- Select and develop ideas confidently</li> <li>- Mixed media work and annotations</li> <li>- Select own images and starting points for work</li> <li>- Use and combining different styles and techniques</li> <li>- Use different viewpoints, developing more abstract representations</li> <li>- Introduce perspective</li> </ul> <p><b><u>Knowledge of Artists</u></b> - David Hockney</p>	DT	<p><b><u>Digital world: navigating the world</u></b></p> <ul style="list-style-type: none"> <li>-Navigating the world</li> <li>-Programming a navigation tool</li> <li>-Product concept</li> <li>-3D CAD models</li> <li>-Product pitch</li> </ul>
Computing	<p><b><u>Unit 6.4 Introduction to Spreadsheets</u></b></p> <ul style="list-style-type: none"> <li>-Build and create data in spreadsheets</li> <li>-Use formulas</li> <li>-Present data</li> </ul>	Computing	<p><b><u>Unit 6.2 3D modelling</u></b></p> <ul style="list-style-type: none"> <li>-Create and manipulate 3D objects</li> <li>-Construct 3D model of object</li> <li>-Combine 3D objects</li> <li>-Design and create a hotel</li> </ul>

<b>Music</b>	<b>Film Music</b> -Sound track -Scenes and sound -Following the score -Composing for film -The soundtrack	<b>Music</b>	<b>Theme and Variation</b> -Pop art and music -The Young Person's Guide to the Orchestra -Learning the theme -Exploring rhythms -Picturing Pop Art
<b>R.E. MK syllabus</b>	<b>Christianity</b> Free will and determinism	<b>R.E. MK syllabus</b>	<b>Multi-Faith</b> Comparing Faiths: similarities and differences Golden Rule
<b>P.S.H.E.</b>	<b>Dreams &amp; Goals</b> - Personal learning goals - Steps to success -My dreams for the world - Helping to make a difference -Recognising our achievements	<b>P.S.H.E.</b>	<b>Healthy Me</b> -Taking responsibility -Drugs -Exploitation -Gangs -Emotional and mental health -Managing stress and pressure
<b>P.E.</b>	Games: Basketball Dance: Olympic theme	<b>P.E.</b>	Games: Handball Dance: Greatest Showman
<b>French</b>	Les Jeux Olympiques (I)	<b>French</b>	Manger et Bouger

<b>Summer Y6</b>	<b>Unit 5</b>		<b>Unit 6</b>
<b>History</b>	<b>Vikings</b> -British/World History -Put events, people, places and artefacts on a timeline -Devise, ask and answer questions -representations and interpretations of the past -Analyse a range of source material -Construct and organise historical data	<b>Science</b>	<b>Circulation and health</b> -Factors affecting health -Heart and circulatory system -Blood -Heart rate -Investigating exercise and heart rate -Heart rate and fitness
<b>Art</b>	<b>Sculpture - clay heads</b> -Cross hatching, pointillism, side strokes, use of rubber to draw/highlight smudged lead -Facial proportions -Design and create sculpture -Create human forms showing movement -Build up 'padded' areas to show muscles or definition	<b>DT</b>	<b>Cooking and nutrition: come dine with me</b> -Complimentary flavours -3 ingredients; 3 courses -Ingredients and skills -To start -The main course -Desert

<b>Computing</b>	<b>Unit 6.5 Sensing</b> -Create a program -To know that selection can control the flow of a program. -Update a variable with a user input. -Compare variables to values -Design and develop a project that uses inputs and outputs	<b>Computing</b>	<b>Unit 6.3 Web page creation</b> -Review an existing website and consider its structure. -Plan the features of a web page. -Consider the ownership and use of images (copyright). -Preview pages. -Navigation path. -Linking to content owned by other people.
<b>R.E. MK syllabus</b>	<b>Multi-Faith</b> Comparing Faiths: similarities and differences Golden Rule	<b>R.E. MK syllabus</b>	<b>Humanism</b> What is Humanism? What do Humanists believe?
<b>P.S.H.E.</b>	<b>Relationships</b> -What is mental health? -My mental health -Love and loss -Power and control - Being online - Using technology responsibly	<b>P.S.H.E./ RSE</b>	<b>Changing Me</b> -My self-image -Puberty - Babies: conception to birth -Boyfriends and girlfriends -Real self and Ideal self -The year ahead
<b>Music</b>	<b>Baroque</b> -Monteverdi and the invention of opera - Johann Pachelbel and the canon -Henry Purcell and the ground bass  -J S Bach and the fugue -George Frideric Handel and the oratorio	<b>Music</b>	<b>Production</b>
<b>P.E.</b>	Athletics Cricket	<b>P.E.</b>	Athletics Rounders
		<b>Geography</b>	<b>Can I carry out an independent fieldwork enquiry?</b> -Developing an enquiry question -Creating data collection methods - Mapping a route -Collecting the data -Analysing the data -Presenting the data
		<b>French</b>	Moi Dans Le Monde (P)

