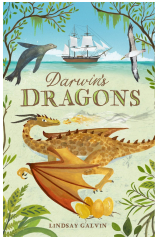

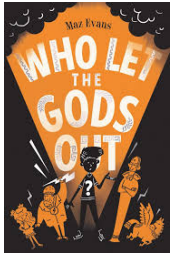













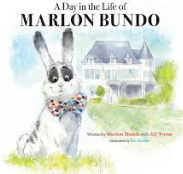
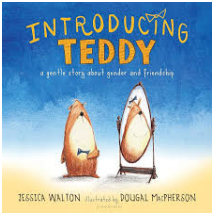



Year 6 Overview

Year 6						
	7 weeks 3 days	8 weeks	6 weeks	5 weeks	6 weeks	6 weeks
Topic/Theme	Autumn: Victorians		Spring: WWII		Summer: Early Civilisations	
Trips	Victorian Day (in school)		Beaumanor Hall		London Residential	
English	Autumn 1 Genre: Non-chronological report (Darwin's Dragons) Genre: Setting description (Darwin's Dragons)	Autumn 2 Genre: Persuasive text (Note from Lady Macbeth to persuade Macbeth to kill Duncan) Genre: Internal Monologue (Macbeth/ Lady Macbeth – Before/After the Murder) Genre: Explanation text (How to Make a prophecy potion)	Spring 1 Genre: Letter Writing (Literacy Shed – Beyond the Lines) Genre: Discussion Text (Should Children Have Been Evacuated During WWII?) Genre: Non-chronological report (World War II)	Spring 2 Genre: Suspense Narrative (Then by Morris Gleitzman) Genre: Diary Entry (Once by Morris Gleitzman)	Summer 1 Genre: Narrative (Inspired by Alma – Literacy Shed) Genre: Recount (Residential Trip/Activities week)	Summer 2 Genre: Playscript - Horrible Histories sketch (Linked to Early Civilisations – pupil choice: Ancient Greece, Egypt, Maya, etc.) Genre: Setting Description (Linked to Early Civilisations - invent a mythical setting inspired by ancient cultures)
Guided Reading	 Darwin's Dragons Lindsay Galvin		 Once & Then Morris Gleitzman		 Who Let the Gods Out by Maz Evans	
Maths	<ul style="list-style-type: none"> Place Value Four Operations Fractions Decimals 		<ul style="list-style-type: none"> Percentages Algebra Ratio Area, perimeter and volume 		<ul style="list-style-type: none"> Converting units Shape Position and direction Problem Solving Investigations & preparation for KS3 	

<p>Science</p>	<p><u>Living things and their habitats: Classification</u> Big Question: What’s the same, what’s different? Children classify living things into broad groups based on their characteristics. They learn how to identify and sort microorganisms, plants, and animals using classification keys and scientific vocabulary.</p>	<p><u>Evolution and Inheritance</u> Big Question: How do living things change over time and place? Pupils learn about inherited traits and how living things have evolved over time. They examine fossil evidence and explore natural selection through activities like investigating how birds’ beaks are adapted for survival, inspired by Darwin’s observations on the Galápagos Islands.</p>	<p><u>Animals with Humans</u> Big Question: How do our choices affect how our bodies work? This unit focuses on keeping healthy. Children learn about the human circulatory system and how diet, exercise, drugs and lifestyle choices can impact their bodies. They explore how nutrients and oxygen are transported and the importance of a balanced lifestyle.</p>	<p><u>Light</u> Big Question: How do we see? Children investigate how light travels, how shadows are formed, and how we see objects. They explore reflection, refraction, and conduct experiments to understand how light behaves in different conditions.</p>	<p><u>Electricity</u> Big Question: Can we vary the effects of electricity? Children explore how electrical circuits work by investigating the function of components such as lamps, buzzers, cells and switches. They design and test circuits, identifying how changes affect output and function.</p>
<p>Geography</p>	<p><u>South America: Rio – All the World in One City</u> Big Question: What is special about Rio de Janeiro, and what challenges are faced by the Marvellous City? In this in-depth regional study, pupils explore Rio de Janeiro as a microcosm of global geography. They locate Brazil and other South American countries, learning about climate zones, biomes, rivers and mountain ranges. Children investigate the contrast between Rio’s stunning physical geography and the social challenges faced by its communities, such as inequality, urban growth and environmental pressures. They use latitude, longitude and time zones to understand global position and analyse statistical data to draw conclusions about how human and physical features interact and change over time.</p>	<p><u>Wonders of the World: Ancient and Modern</u> Big Question: Where and what are the wonders of the world? This unit offers a global perspective by exploring the locations and geographical contexts of ancient and modern wonders. Pupils use world maps, atlases and digital resources to locate landmarks and describe the surrounding human and physical geography. They reflect on how different cultures have shaped their environments and consider how geography affects tourism, preservation and access. This unit strengthens pupils’ understanding of global locations, time zones and the diversity of Earth’s landscapes.</p>	<p><u>Regional Study: The Norfolk Coastline (Fieldwork Link)</u> Big Question: What makes the Norfolk coast unique and how is it changing? In this UK regional study, children explore the human and physical geography of the Norfolk coastline. They identify key features such as erosion, coastal management, settlements and land use and explore how physical processes shape the landscape. Using maps, compasses and fieldwork techniques, they record and analyse data from their field trip to draw conclusions about coastal changes and the impact on human activity. This unit develops map reading, data collection and evaluation skills and connects national geography with real-world experiences.</p>		
<p>History</p>	<p><u>The Victorians</u> Big Question: How did life in Victorian Britain shape our lives today? This term, children will step back in time to explore life during the Victorian era—a period of great change and innovation in British history. Through engaging lessons, they will discover what daily life was like for children growing up in the 19th century, comparing the experiences of the rich and the poor in areas such as schooling, work, housing and leisure. As they explore this fascinating era, children will develop their understanding of chronology and strengthen their historical enquiry skills by examining a wide range of sources, thinking critically about cause and effect and drawing informed conclusions. The unit encourages pupils to reflect on how life in Victorian Britain shaped the modern world—and to consider how their own lives today compare.</p>	<p><u>WWII</u> Big Question: How did World War II change the lives of people in Britain and across the world? This history unit will develop a secure and chronological understanding of World War II—one of the most significant events in modern history. They will explore the causes of the war, major turning points such as the Battle of Britain and how the war eventually ended. The topic will also cover the impact of the war on people’s lives in Britain and around the world, including evacuation, rationing, the Holocaust and the role of key individuals. Throughout the unit, children will strengthen their historical thinking by analysing a range of primary and secondary sources, drawing links between causes and consequences, and considering how and why different interpretations of events exist. They will learn how to construct timelines, ask and investigate meaningful questions and explain historical events using evidence.</p>	<p><u>Early Civilisations</u> Big Question: What were their major achievements and how did they interact with each other? This history unit will develop a secure and chronological understanding of the earliest known civilisations in human history. Children will explore where and when civilisations such as Ancient Egypt, Mesopotamia, the Indus Valley and the Shang Dynasty emerged, focusing on the importance of rivers, farming, and early settlements. The topic will highlight their key achievements, including the development of writing, monumental architecture, early laws, calendars, and systems of government. Throughout the unit, children will strengthen their historical thinking by comparing civilisations, examining primary and secondary sources, and identifying key similarities and differences. They will learn how to place events in chronological order, use historical vocabulary accurately, and explain the significance and legacy of early civilisations using evidence.</p>		

Art	<p>Painting - Pop Art Big Question: How can I use bold colour and everyday imagery to reflect the culture of modern life through art? In this vibrant unit, children explore the bold, colourful world of Pop Art by studying the work of Roy Lichtenstein and Andy Warhol. They experiment with graphic outlines, Ben-Day dots and repeating imagery to develop their own unique Pop Art style. Pupils consider how these artists reflected the culture of their time and create eye-catching portraits and product-inspired artworks.</p>		<p>Observational drawing - Soldiers Big Question: How can I use observational drawing techniques to capture the detail and emotion of a moment in time? Inspired by military artist David Pentland, this unit focuses on building children's observational drawing skills. Pupils learn to capture fine detail, tone and texture using a range of dry media. They study realistic proportions, expressions, and uniform details while making connections between their work and the style of professional illustrators.</p>		<p>Sculpture - Ancient clay pots Big Question: How can sculpture and pottery be used to express identity, emotion and stories from the past? Combining art history with hands-on creativity, children explore the expressive sculptures of Alberto Giacometti and the functional beauty of ancient clay pots. They experiment with wire, modroc and clay to produce both freestanding and relief sculptures, developing techniques such as coiling, carving and surface decoration. This unit deepens their understanding of how art reflects identity, culture, and society.</p>	
DT	<p>Mechanisms – Victorian automata toy Big Question: How can I design a working pulley system to make a toy move efficiently? Linked to our Victorian topic, this unit explores the mechanics behind traditional automata toys. Pupils learn how pulleys and gears can create movement and bring a model to life. They design, construct and refine a working mechanical toy in the style of a Victorian automaton, using permanent joining techniques and finishing methods to achieve a high-quality product. Children evaluate how their chosen mechanism impacts the toy's efficiency and movement.</p>		<p>Food – Seasonal Stew or Bolognese Big Question: How can I prepare and cook a nutritious hot meal using seasonal ingredients? Connecting to our WWII learning, pupils explore rationing and food shortages by preparing a hot meal using seasonal vegetables and simple ingredients. They develop key cooking techniques including chopping, peeling and cracking eggs. Children compare different versions of the same dish for taste and texture and reflect on how families adapted meals during the war. They also learn to plan a balanced meal with suitable portion sizes and attractive presentation.</p>		<p>Structures – Framed Structures (Tetrahedrons) Big Question: How can I use triangular shapes to design and build a strong framed structure? Linked to our Early Civilisations unit, children investigate how ancient societies used geometric principles to create strong and lasting structures. They explore the strength of triangular shapes by constructing tetrahedron-based frameworks and experimenting with different joining techniques. Pupils use a range of 2D and 3D modelling skills and weaving techniques to develop stable, aesthetically considered framed structures, reflecting the architectural ingenuity of civilisations such as Ancient Egypt and Mesopotamia.</p>	
RE	U2.10 What matters most to Humanists and Christians?	U2.3 Why do Christians believe that Jesus is the Messiah? (Incarnation)	U2.7 Why do Hindus want to be good? (Karma, Dharma, Samsara, Moksha)	U2.2 Creation and science: conflict or complementary? (Creation)	U2.12 How does faith help people when life gets hard?	U2.12 How does faith help people when life gets hard?
PSHE	<p>Module 1: Meet Your Brain Children learn how their brain works and how it links to emotions and behaviours.  Focus: Brain function, self-regulation, and growth mindset  Outcome: Understand how the brain responds to challenge and stress</p> <p>Module 2: Celebrate Children reflect on their strengths and the strengths of others.  Focus: Character strengths, self-awareness, empathy  Outcome: Develop confidence and positive relationships through appreciation of self and peers</p> <p>PSHE</p> <ul style="list-style-type: none"> • Shared responsibilities • Showing respect • Communities 		<p>Module 3: Appreciate Children build daily habits of gratitude to support wellbeing.  Focus: Gratitude practice, emotional literacy  Outcome: Learn to reframe experiences and build a positive mindset</p> <p>Module 4: Relate Children explore how to build healthy, trusting relationships.  Focus: Communication, active listening, teamwork  Outcome: Strengthen social skills and resolve conflict calmly and respectfully</p> <p>PSHE</p> <ul style="list-style-type: none"> • First aid • Drugs, alcohol and tobacco • Media literacy • Safe relationship 		<p>Module 5: Engage Children set goals and plan how to achieve them using what they've learned.  Focus: Goal setting, resilience, motivation  Outcome: Apply self-awareness and planning skills to transition confidently to secondary school</p> <p>PSHE</p> <ul style="list-style-type: none"> • Be your best • Transition • Relationship Education (RSE) 	

	<p>To challenge causes of racism</p> 	<p>To understand immigration and friendship</p> 	<p>To understand the importance of not judging others</p> 	<p>To understand the importance of voting and to celebrate differences</p> 	<p>Understand transgender and transitioning</p> 	<p>To consider language and the freedom of speech</p> 
<p>Computing</p>	<p>Computing systems and networks</p> <p>Children will explore how data travels across the internet, learning about addresses, data packets, and online communication. They'll complete collaborative projects and learn how to communicate safely and responsibly online.</p>	<p>Creating media – Web page creation</p> <p>Pupils will design and build a website for a chosen purpose using Google Sites. They'll learn what makes a good web page, how to use media responsibly, and how to create clear and attractive navigation.</p>	<p>Programming A – Variables in games</p> <p>Using Scratch, children will explore how variables work in programming. They'll design, modify, and create games that include changing values like scores, using their knowledge to improve their final projects.</p>	<p>Data and information - Introduction to Spreadsheets</p> <p>Children will learn to organise and format data in spreadsheets. They'll use formulas to carry out calculations, create charts, and use their data to plan an event and answer questions.</p>	<p>Creating media – 3D Modelling</p> <p>Pupils will use computer software to design and build 3D models. They'll create and combine shapes, explore grouping tools, and plan and evaluate their own model of a building.</p>	<p>Programming B - Sensing movement</p> <p>Children will build programs using micro:bits, applying key programming skills like sequence, repetition, selection, and variables. They'll create and test projects that respond to movement and other physical inputs.</p>
<p>PE</p>	<p>Unit 1 – Consistently Try to Improve Focus: Perseverance and regular practice Skills: Ball skills, reaction and response Activities: Skill drills, games, healthy competition Themes: Invasion, Net & Wall</p>	<p>Unit 2 – Organise and Guide Others Focus: Leadership and group organisation Skills: Dynamic balance, counter balance (partner work) Activities: Cooperative tasks, modified games Themes: OAA (Outdoor Adventure), Invasion</p>	<p>Unit 3 – Make Good Decisions Focus: Spatial awareness and tactical decision-making Skills: Stance, footwork coordination Activities: Small-sided games, strategy-based challenges Themes: Invasion, OAA</p>	<p>Unit 4 – Adapt/Change Activities Focus: Adapting games to increase challenge or enjoyment Skills: Seated and floor static balance Activities: Adaptable games, creativity in movement Themes: Net & Wall, OAA/Invasion</p>	<p>Unit 5 – Link Actions to Flow Focus: Sequencing movements smoothly Skills: Jumping, landing, one-leg balance Activities: Gymnastic sequences, athletic actions Themes: Athletics/Invasion, Gymnastics</p>	<p>Unit 6 – Monitor Activity Focus: Self-assessment and tracking improvement Skills: Sending, receiving, ball chasing Activities: Measured challenges, personal bests Themes: Target games/OAA, Striking & Fielding</p>
<p>Music</p>	<p>Charanga: Happy</p>	<p>Charanga: Classroom Jazz 2</p>	<p>Music Technology – Garageband</p>	<p>Charanga: Music and Me</p>	<p>Recorders Book 1 continued, then move onto Book 2</p>	<p>Composing and performing (creating a band)</p>

<p>French</p>	<p>Je me présente (Presenting Myself)</p> <p>Pupils will have the knowledge and skills to present themselves both orally and in written form in French. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p>	<p>Manger et bouger (Healthy Lifestyles)</p> <p>In this unit pupils will learn the nouns and articles/determiners for 10 'healthy' and 10 'less healthy' foods, along with the 1st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. By the end of this unit pupils will be able to say what they eat and do not eat, and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to create more detailed and personalised responses by the end of this unit in the foreign language.</p>	<p>Moi dans le monde (Me in the World)</p> <p>In this unit pupils will learn about other countries around the globe that speak the foreign language they are studying. They will also learn about the currencies, flags, cultural traditions and celebrations of those countries. This is a great unit, bringing together all the language covered in the various teaching types.</p>
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