**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: Six | Term: Autumn | Whole Class Text (s): The Explorers | Theme: Explorers |

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| English: See English Long Term Plan | | Maths: Follow White Rose Maths Planning |
| RE U2.5 Is it better to express your beliefs in arts and architecture of in charity and generosity?  U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah? | Follow NYCC RE scheme of work | | |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes |
| History | The disappearance of Percy Fawcett | * Knowledge of Percy Fawcett as a significant person (using ancestry) | * Place historical people from the past and periods of time in a chronological framework * Describe a key event from Britain’s past using a range of evidence from different sources | Newspaper report  Written hypotheses about what happened to Percy Fawcett using own theory based on evidence to support |
| Geography | Rivers - Amazon | * Understanding of where water comes from – water cycle * Features of a river * Ability to describe how features of a river are formed * Names and locations of key rivers * Describe the characteristics and climate of a biome and how plants and animals adapt to it * Relate climate to food production | * Explain the course of a river * Explain why people are attracted to live by rivers * Explain why many cities are situated on or close to rivers * Name and locate many of the world’s most famous rivers in an atlas and key rivers of the UK * Answer questions by using a map * Explain climate patterns of a biome – focusing on the Amazon Rainforest * Explain why biomes are valuable and how to protect them.   Peat Rigg (spring term 2020/21)   * Use ordnance survey symbols and 6 figure grid references | A model / drawn and labelled river  A written argument which states a plausible concern that requires change  An explanation text on how river features are formed  City comparison study – choose 2 cities along key rivers. |
| Art | Discrete lesson | *NC: Understand techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  To improve the mastery understanding of drawing -   * Awareness of different **pencils** and their effects * The purpose of portraits throughout history * Understanding of proportion and anatomy * Understanding of light source | *NC : Develop techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  To improve the mastery of drawing -   * To use a range of materials creatively to design and make products – portraits and pencils * To use drawing to develop and share their ideas, experiences, and imagination * Experiment with pencil to create shade and tone using the light sources * Individual studies on each part of the face | **Sketch books to be used to show improved mastery of:**  -lessons on each part of the face  -development of shading and tone  -a final portrait using the skills developed |
| DT | Rainforests | * What is a ``the purpose of a bridge? * Understanding of what bridges were like * Research and understanding of materials required * How pillars and beams are used to support gaps * Understand how trusses are used for support * Understand how arches are used for support * Understand how suspension bridges can span long distances * Selecting appropriate tools and equipment based on purpose | * Justify my plans in a convincing way * Follow and refine my plans * To be able to use a design criteria * Test and evaluate my products after creating a prototype using a design criteria * Apply knowledge of how to strengthen, stiffen and reinforce more complex structures | Protoptype  Scaled bridge creation  Evaluation against design criteria |
| Computing | Programming: “We are adventure gamers”  (Making a text-based adventure game)  Computational thinking: “We are computational thinkers”  (Mastering algorithms for searching, sorting and mathematics) | Programming:   * To learn some of the syntax (computer language) of a text-based programming language. * To use commands to display text on screen. * To use commands to accept typed user input. * To use commands to store and retrieve data using variables. * To use commands to select from a list. * To plan a text-based adventure with multiple ‘rooms’ and user interaction. * To thoroughly debug the program   Computational Thinking:   * To develop the ability to reason logically about algorithms. * To understand how some key algorithms can be expressed as programs. * To understand that some algorithms are more efficient than others for the same problems. * To understand common algorithms for sorting and searching. * To be able to appreciate algorithmic approaches to problems in mathematics. | * Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. * Use sequence, selection and repetition in programs; work with variables and various forms of input and output. * Use logical reasoning to explain how some simple algorithms work and detect and correct errors in algorithms and programs. | Programming:  A text-based adventure game  Computational Thinking:  Master algorithms for searching, sorting and mathematics |
| Science | Animals including humans  (with Recovery)  Living things and their habitats (with recovery) | * Recovery: Describe the changes as humans develop to old age. * Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. * Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. * Describe the ways in which nutrients and water are transported within animals, including humans. * Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. * Describe the life process of reproduction in some plants and animals. * 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. * Give reasons for classifying plants and animals based on specific characteristics. * To explore the contributions, to our understanding of this topic, by scientists of various ethnicities, including black scientists. | * Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. * Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. * Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. * Using test results to make predictions to set up further comparative and fair tests. * Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. * Identifying scientific evidence that has been used to support or refute ideas or arguments. | A range of evidence covering the topics and working scientifically objectives (in all five main types of investigation), including scientific reports, completed worksheets, written tasks, tables, graphs, charts, research using secondary sources, tests, practical activities, etc. |
| Music | Music Express  World Unite  Journeys | * Beat, syncopation, pitch and harmony * Songs about the challenging journey of life | * Explore rhythm and melody in singing, music and dance * Learn sounds with thought of transition and change | Create an uplifting song cycle performance |
| PE |  | *Autumn 1 – Peat Rigg & Invasion Games* | Autumn 2 – Invasion Games & Athletics |  |

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| Enrichment Activities: Visit to Peat Rigg, River Walk, UKS2 Explorers day, Visiting explorer / skype to an explorer |

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| Life Skills: I can relax and know the importance of good metal health. |

**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: Six | Term: Spring | Whole Class Text (s): Letters from the Lighthouse, Once (WW2 Texts) | Theme: WW1, WW2 and rebuilding Britain |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |

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| RE U2.7 What matters most to Christians and Humanists? | Follow NYCC RE scheme of work |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes |
| History | WW1, WW2 | * Chronology * How the alliance system created tension in Europe * The outset of the war including the race to the Sea on the western front, trench warfare and the stalemate * Diversity of nations that took part in the war * Identifying the consequences of the Treaty of Versailles * The ways in which Britain, and British people, were affected by events during the Second World War * Why Britain had to go to war in 1939 * Understanding of why evacuation was necessary and what the experience was like * Approaches to defeating the threat of German invasion – air raids, shelters, rationing, evacuation, gas masks, Home guard, women in factories, the Blitz, Dunkirk * Impact of propaganda and censorship on enabling us to understand what the Homefront was really like * VE day and the experience | * Place features of historical events and people from the past in a chronological framework * Be able to confidently discuss and evidence cause and effect * Summarise the main events from a period of history, explaining the order of events and what happened * Summarise how Britain has had a major influence on the world * Describe a key event from Britain’s past using a range of evidence from different sources * Describe the features of historical events and way of life from periods studied; presenting to an audience * Inference and deduction * Prediction * Data analysis with historical enquiry to explore * Source and enquiry development | Scaled timeline  Written picture of events on the Western front using maps and written sources.  Cause and effect table  Inference of sources |
| Geography | WW2 | * Secure knowledge of hemispheres and where continents sit * Knowledge of countries involved during WW2 and how this changed * Ability to identify lines of longitude and latitude * Knowledge of how to convert times around the world | * Use maps, atlases, globes and digital/computer mapping to name and locate the capital cities of neighbouring European countries * Use maps, atlases, globes and digital/computer mapping to locate and name several countries in the northern hemisphere identifying their latitude, longitude and time zone. | Annotated map of the changing power during WW2  Annotated map of countries involved in WW2 with their latitude, longitude and time zone identified |
| Art | Discrete lesson | *NC: Understand techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  To improve the mastery understanding of acrylic painting-   * Understand the use and purpose of acrylic paint * Knowledge of how to mix using acrylic paint * Understanding of the impacts of different tools * What constitutes an acrylic paint | *NC : Develop techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  To improve the mastery of acrylic painting-   * Different impacts, tools have on acrylic paint and the effect created * Colour mixing with acrylic paints – before the painting, or teasing it into other colours on the page * How to apply acrylic paints * Ability to use sketching to create basic outlines * Ability to sketch and then paint objects in the back ground, midground and foreground | Acrylic painting -  Bridget Wilkinson inspired acrylic painting of a local landmark / landscape  Weekly build up of skills |
| DT |  |  |  |  |
| Computing | Creativity: “We are advertisers”  (Creating a short television advert)  Computer Networks: “We are network technicians”  (Exploring computer networks, including the internet) | Creativity:   * To think critically about how video is used to promote a cause. * To be able to storyboard an effective advert for a cause. * To work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights. * To work collaboratively to edit the assembled content to make an effective advert.   Computer Networks:   * To appreciate that computer networks transmit and receive information digitally. * To understand the basic hardware needed for computer networks to work. * To understand key features of internet communication protocols. * To develop a basic understanding of how domain names are converted to numerical IP addresses. | Creativity:   * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. * Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.   Computer Networks:   * Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Creativity:  Create a short television advert  Computational Thinking:  To explore computer networks including the internet |
| Science | Evolution  Light | * Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. * Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. * Recognise that light appears to travel in straight lines * Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. * Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. * Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. * To explore the contributions, to our understanding of this topic, by scientists of various ethnicities, including black scientists. | * Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. * Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. * Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. * Using test results to make predictions to set up further comparative and fair tests. * Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. * Identifying scientific evidence that has been used to support or refute ideas or arguments. | A range of evidence covering the topics and working scientifically objectives (in all five main types of investigation), including scientific reports, completed worksheets, written tasks, tables, graphs, charts, research using secondary sources, tests, practical activities, etc. |
| Music | Music Express  Growth  Roots | * Ravel’s Bolero * Effects of the Slave Trade is West Africa * Traditional Ghanaian songs and percussion rhythms | * Explore rhythmical mime, learn songs with instrumental accompaniments, create a dance * Create a musical performance about the spider-man Anansi | Street performance  Integrated music peformance |
| PE |  | *Spring 1 – Swimming & Striking and Fielding* | Spring 2 – Swimming & Athletics |  |

Enrichment Activities: WW2 themed day, Eden Camp visit, Afternoon tea

Life Skills: I can speak in public confidently.

**Airy Hill Primary School Curriculum Overview – Outlining the substance of Education**

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| Year: Six | Term: Summer | Whole Class Text (s): Who Let the Gods Out | Theme: Ancient Greece |

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| English: See English Long Term Plan | Maths: Follow White Rose Maths Planning |
| RE U2.3 What do religions say to us when life gets hard? ( complete in 2nd half term) | Follow NYCC RE scheme of work | |

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|  | Context | Subject-specific knowledge | Subject- specific skill development | Key Expected Outcomes |
| History | Ancient Greece | * Secure understanding of who the Ancient Greeks were and when this period was * Knowledge of the Gods and Goddesses and their impact / influence on life during this period * Understanding of the key events – Battle of Marathon, Trojan War * Secure knowledge of how the Ancient Greeks influenced the world, Britain and our lives today | * Place features of historical events and people from past societies and periods in a chronological framework * Summarise the main events from a period of history, explaining the order of events and what happened * Summarise how Britain may have learnt from other countries and civilizations * Create a timeline of all periods of history studies at Airy Hill (including local and standalone events – Windrush Bothams etc) | Information text on life during Ancient Greece (links to English)  Display explaining how Britain has been influenced by the Ancient Greeks  Individual timeline of key periods / people during Ancient Greece  Evaluation of a key event from one perspective (independently choose) using research to support  Geography link – Maps of Greece |
| Geography | Greece  The Americas | * Knowledge of where Greece and surrounding islands are * Understanding of key physical and human geographical features of both Greece and Britain * Secure understanding of lines of longitude and latitude * Ability to use maps * Ability to study photographs identifying features and inferring information * Knowledge of the Americas – continent and countries * Time zones * Climate * Significant geographical features (Mississippi, Rockies, Andes) | * Use maps, aerial photographs and e-resources to describe what a locality might be like * Describe how places are similar and dissimilar in relation to their human and physical features * Use maps, atlases, globes and digital/computer mapping to locate and name several countries /cities in the northern hemisphere identifying their latitude, longitude and time zone. * Explain how a location fits into its wider geographical location with reference to human and economical features. * Plan a journey to a place in another part of the world, taking account of distance and time. * Explain how time zones work and calculate time differences around the world | Map of modern-day Greece with key cities, islands and locations annotated with their lines of longitude and latitude identified  Planning a journey to Mexico City/ Vancouver/ Yellowstone Park  Identification of key areas on maps and globes |
| Art |  | *NC: Understand techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  Great artist– Van Gogh   * Know who Van Gogh was and when he was alive * Know where Van Gogh came from and where he painted * Know that during his life Van Gogh was not considered a great artist and discuss why this was. (Consider who *was* considered a great artist at this time and compare work.) * Study the style and brush work of Van Gogh and discuss | *NC: Understand techniques including control, and use of materials with creativity, experimentation and increasing awareness of different kinds of art, craft and design*  Great artist– Van Gogh   * + Work on a canvas   + Develop brushwork and paint application skills   + Explore a range of tools for application of oil paint   + Develop colour mixing and matching skills   + Develop composition skills | Visit to the National Gallery  A clear understanding of Van Gogh, his life, his work and his style– pupil voice  Annotated response to a piece of Van Gogh’s work. (post visit to an original at the National Gallery)  A small oil painting of a local landscape/seascape in the style of Van Gough |
| DT | Ancient Greek Sandals | * Ancient Greek fashion * Use of materials during this period * How to use a range of tools, materials and equipment * Understanding of the importance of market research * Budgeting | * To use market research to inform plans and ideas * Follow and refine plans * Show that culture and society have been considered in planning * Work within a budget * Evaluate my product against clear criteria | A pair of Greek Sandals  <https://www.tes.com/teaching-resource/d-and-t-ancient-sandals-unit-years-5-or-6-6019620> |
| Computing | Productivity: “We are travel writers”  (Using media and mapping to document a trip)  Communication/collaboration:  “We are publishers”  (Creating a year book) | Productivity:   * To research a location online using a range of resources appropriately. * To understand the safe use of mobile technology, including GPS. * To capture images, audio and video while on location. * To showcase shared media content through a mapping layer.   Communication:   * To manage or contribute to large collaborative projects, facilitated using online tools. * To write and review content. * To source digital media while demonstrating safe, respectful and responsible use. * To design and produce a high-quality print document. | * Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. * Select, use and combine a variety of software (including internet services) on a range of digital services to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. * Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | Productivity:  Us media and mapping to document a trip  Communication:  Create a yearbook or magazine |
| Science | Electricity | * Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * 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 * Use recognised symbols when representing a simple circuit in a diagram. * To explore the contributions, to our understanding of this topic, by scientists of various ethnicities, including black scientists. | * Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. * Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. * Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. * Using test results to make predictions to set up further comparative and fair tests. * Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. * Identifying scientific evidence that has been used to support or refute ideas or arguments. | A range of evidence covering the topics and working scientifically objectives (in all five main types of investigation), including scientific reports, completed worksheets, written tasks, tables, graphs, charts, research using secondary sources, tests, practical activities, etc. |
| Music | Music Express  Class Awards  Moving on | * Fanfare, rap, song and famous music * Use of musical devices | * Create a musical award show customized for the class with fanfare, song, rap and famous music * Learn sounds to create a moving celebrations of the children’s happy memories and their hopes for the future | Class Awards show  Performance at Leavers Assembly |
| PE |  | *Summer 1 – Dance & Net and Wall games* | Summer 2 – Dance and Striking, Fielding and Athletics |  |

Enrichment Activities: Ancient Greece themed day, London visit (life in modern Britain)

Life Skills: I can administer first aid if needed.