

Year 6 Curriculum Coverage 2020

	Autumn	Spring	Summer	
Project Title	<i>South America and rainforests</i>	<i>Early Civilisations</i>	<i>Early Islamic Civilisation (Inc Baghdad)</i>	
Enquiry Question	What makes South America special?	Can we excavate the mystery of early civilisations?	What was the influence of early Islamic civilisations? Is the influence still felt today?	
<u>Polished products</u> <u>/real outcome</u> <u>Audience</u>	To hold an exhibition in the academy hall to share our learning of South America, Brazil and the rainforests including deforestation.	An Ancient Egyptian Experience Virtual tours using the iPads and a pop-up museum.		KS2 musical production to an external audience, supported with chorus from KS2.
Topic Overview	Geography	History	History	
Texts – range over the term. Fiction, Non-fiction, Poetry Biography	See English text overview			
Literacy	See English genre overview			

Geographical vocabulary link to NC	Climate zones, biomes, vegetation belts, settlements, land use, trade, natural resources, energy, food, minerals, water			
WOW Experience	Rainforest experience – Chester Zoo	Manchester Museum educational visit		Year 6 Performance drama
Cultural capital	Complete Education passport with experiences, reflections, throughout the year			
Key Vocab – topic specific and linked to spellings.	Andes, biodiversity, biomes, canopy, civilisation, climate, deforestation, destruction, emergent layer, endangered, extinction, Incas, indigenous, inhabitants, sparsely populated, temperate, tribe and understory.	Aknet, Ankh, Canopic jar dynasty, Egyptologist, Giza, hieroglyphics, Imhotep, Mummy, Nile, papyrus, Pharaoh, pyramid, Rosetta stone, sarcophagus, scarab, sphinx and Tutankhamun.		Act, scene, narrator, characters.
History		The achievements of the early civilisations an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt.	Early Islamic civilisations	
Linked Historical figures		Tutankhamun		
Geography	Study of South America with a focus on Brazil and its rainforest the Amazon. Physical Geography Including climate zones, biomes and vegetation belts Human geography, including types of settlement, land use, economic	Physical Geography – Rivers – Nile – transport of goods Human Geography – Land use farming Identify the position and significance of latitude , longitude, equator, northern hemisphere,		

	<p>activity including trade links – deforestation from Rain forests, planting of palm trees and Palm oil production and impact on the environment.</p> <p>Identify the position and significance of latitude , longitude, equator, northern hemisphere, southern hemisphere and the tropics of cancer & Capricorn, in relation to South America and Brazil.</p>	<p>southern hemisphere and the tropics of cancer & Capricorn</p>		
<p>Linked explorers, geographers.</p>		<p>Howard Carter –British Archaeologist</p>		
<p>Science- All KS2 science curriculum to be completed by Xmas -</p>	<p><u>Evolution & Inheritance</u> *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.</p>	<p><u>Animals including humans</u> *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.</p>	<p><u>Light</u> *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.</p>	

	<p><u>Living things and their habitats</u> *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.</p>		<p>*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.</p>	
<p>Famous Scientists</p>	<p>Carl Linnaeus (Identifying, Naming and Classifying Organisms) Charles Darwin and Alfred Russel Wallace (Theory of Evolution by Natural Selection)</p>	<p>Justus von Liebig (Theories of Nutrition and Metabolism) Sir Richard Doll (Linking Smoking and Health Problems)</p>	<p>Thomas Young (Wave Theory of Light) Ibn al-Haytham (Alhazen) (Light and our Eyes)</p>	
<p>Art & Design</p>	<p>Children should be taught to:-</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art & design techniques including drawing, painting & sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) 			

- About great artists, architect and designers in history.

Topic	South America	Early Civilisations	Early Islamic civilisations including Baghdad.
Art outcome – linked to NC, varied coverage over the two year groups.	<p>Project 1: Henri Rousseau inspired mixed media image – rainforest link. Focus on detail.</p> <p>Project 2: Christ the Redeemer – ½ and ½ picture (Paul Landowski (designed by) from different perspectives</p>	<p>To embellish a 3d form using decoupage (Collage using Egyptian images. Combining images using digital technology. Children selecting an Egyptian theme i.e. gods, pyramids, hieroglyphics etc.</p> 	Tessellations
Determine appropriate medium (varied over the two years): pencil, paint (type), pastels, water colour, wax resist, charcoal, clay, chalk etc.	<p>Henri Rousseau: Pencil crayon, poster paint, pastels, wax crayons</p> <p>Christ the Redeemer: Pencils, ink (ink wash)</p>	<p>Box/tubes Egyptian pictures sourced using technology PVA glue</p>	<p>Pencil crayon Inscape – ICT programme for tessellations (to explore) Scratch - ICT programme</p>

<p>Skills, success criteria; to be practised in the sketch book, prior to the final draft/outcome.</p>	<p>Rousseau:</p> <p>1: Explain how an artist’s work Henri Rousseau has influenced and developed my own.</p> <p>2. I can adapt and refine my work in the light of my evaluations.</p> <p>3: To use a variety of media to represent light, shade, form, pattern & textures in a range of drawing work</p> <p>4: To use pattern to add detail, movement and interest to a piece of work</p> <p>5: To experiment with creating different shades and tones of green, including warm/cool/ sharp/unnatural and apply this to my work.</p> <p>6: Describe how the techniques and themes used by other artists and genres have been developed in their own work</p>	<ol style="list-style-type: none"> 1. Embellish a 3d form using decoupage (Collage); select boxes, postal tubes etc. using Egyptian images. 2. Combining images using digital technology. 3. To describe and explain methods and ideas used on a particular theme. 	<ol style="list-style-type: none"> 1: Describe how the techniques and themes used by other artists and genres have been developed in their own work 2. To explain intention when developing ideas, identifying any changes and improvements as work progresses. 3: Use digital software to create abstract patterns 4: Combine images using digital technology 5: Explain how studying other artists’ work has influenced and developed their own. Adapt and refine own work in light of evaluation 6: Describe and explain the ideas, methods and techniques used to create artwork on a particular theme or genre
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	<p><u>Christ the Redeemer:</u> 1: Use a variety of media to represent light, shade, form, pattern & textures in a range of drawing work</p> <p>2: Use pen and ink to add line, tone and perspective using a tonal ink wash</p>		
<p>Who is the linked artist, architect, and designer? Curriculum states that pupils are taught about the artist, this needs to evidence.</p>	<p>Henri Rousseau</p> <p>Paul Landowski (designed by) Heitor da Silva Costa (engineer) Gheorghe Leonida (sculptor of face)</p>		<p>Islamic Art Maurits Escher (tessellation graphic artist); mathematically inspired art.</p>
<p>National curriculum descriptors across KS2. Design and technology</p>	<p>Children should be taught to:-</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. <p>Make</p> <ul style="list-style-type: none"> • Select and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining & finishing), accurately. • Select from & use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate & analyse a range of existing products. 		

	<ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria & consider the views of others to improve their work. <p>Understand how key events and individuals in design & technology have helped to shape the world.</p>		
Topic:	South America	Ancient Civilisations	Early Islamic civilisations including Baghdad
DT outcome/purpose / use - linked to NC, varied coverage over the two year groups.	Beanbag poison dart frogs.	Canopic jars	Making an early-Islamic inspired flat bread
Determine appropriate construction materials (varied over the two years): textiles, construction materials, circuits, use of computing, food etc.	Textiles – aimed at children so we will consider the safety and materials used	Clay, poster paint, clay cutting and sculpting tools	Ingredients for bread
Skills, success criteria	<p>1: Choose the best material for a task, showing an understanding of their working characteristics</p> <p>2: Demonstrate how their products take into account the safety of the user</p>	<p>1: Choose the best materials for a task, showing an understanding of their working characteristics</p> <p>2. Develop detailed criteria for my design.</p> <p>3: Use a craft knife, cutting mat and safety ruler with 1:1 supervision if</p>	<p>1: Choose the best materials for a task, showing an understanding of their working characteristics</p> <p>2: Use appropriate tools and equipment, weighing and measuring with scales.</p>

	<p>3: Combine fabrics to create more useful properties and make a product of high quality checking for snags and glitches</p> <p>4: Join materials, using the most appropriate method for the materials or purpose</p> <p>5: Check work as it develops and modify their approach in the light of progress</p> <p>6: Explain the form and function of existing familiar products</p> <p>7: Demonstrate modifications made to a product, as a result of ongoing evaluation by themselves and others</p>	<p>needed</p> <p>4: Join materials using the most appropriate method for the materials or purpose</p> <p>5: Select the most appropriate materials and frameworks for different structures explaining what makes them strong</p> <p>6: Explain the form and function of existing familiar products</p> <p>7: Demonstrate modifications made to a product, as a result of ongoing evaluation by themselves and others</p> <p>8: Describe how an individual in the field of design and technology has helped shape the world</p> <p>9). Research cultural traditions, which influences their work.</p>	<p>3: Explain how ingredients were grown, reared, caught and processed.</p> <p>4: Plan how they can have a healthy/affordable diet (link to science unit).</p>
<p>Who is the linked engineer, architect, and designer? Curriculum states that pupils are</p>	<p>N/A</p>	<p>Egyptian culture</p>	

<p>taught about the work of a range of designers etc.</p>						
<p>P4C/ Debate opportunities</p>	<p>What makes a community strong?</p>	<p>To what extent can you determine your own success?</p>	<p>Should we be scared of the future ?</p>			
<p>PHSE & RSE</p> <p>Compass for Life maps to be completed September and February/March time.</p> <p>Quotes – explore <i>“To live is to choose. But to choose well, you must know who you are and what you stand for, where you want to go and why you want to get there.”</i></p>	<p>Being Me in My World</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>
<p>Compass for Life <i>“To live is to choose. But to choose well, you must know who you are and what you stand for, where you want to go and why you want to get there.” Kofi Annan</i></p>						
<p>Re-look at Y5 Maps - Discuss – re-write focus maps. Focus on KS2 attainment and being high school ready and having the cultural capital for the future; linking to aspirations for the future.</p>		<p>Re-look at Y6 Maps - Discuss – re-write focus maps. Focus on KS2 attainment and being high school ready and having the cultural capital for the future; linking to aspirations for the future.</p>				

Music	<ul style="list-style-type: none"> • Playing/singing structure. • Practise popular songs in groups using structures. Record performances. Work in groups to practise Christmas songs using structure. Record performances and peer assess. 		<ul style="list-style-type: none"> • Work in small groups to compose music using structure. Practise playing compositions. Audio record performances and peer assess. • Recap all of the musical dimensions and the musical features of each period of music. • Listen to music from different periods and great composers, recognising and discuss which music came from which period Listen to music from different periods and great composers and analyse using musical vocabulary. 		<ul style="list-style-type: none"> • Recap traditional notation with four pitches and explore semiquavers. • Learn how to read and play a pattern of five pitches using traditional notation on a tuned instrument. Peer assess • Compose patterns using five pitches and semiquavers. Peer assess. • Work in groups to practise songs using structure, Record performances and peer assess. 	
PE	Gymnastics	Dance	Invasion games	Athletics	Athletics	Rounders/Cricket
French	Actions	In France	Family	A Weekend with Friends	The Future	Jobs
Computing	<p>Rising Stars Unit 6:1 – We are app planners</p> <p>Rising Stars Unit 6:2 – we are project managers</p>		<p>Rising Stars Unit 6:3 – We are market researchers</p> <p>Rising Stars Unit 6:4 – We are interface designers</p>		<p>Rising Stars Unit 6:5 – We are app developers</p> <p>Rising Stars Unit 6:6 – We are marketers</p>	

<p>R.E</p>	<p>Theme: Beliefs and practices</p> <p>Key question: What is the best way for a Muslim to show commitment to God?</p> <p>Religions: Islam</p>	<p>Theme: Christmas</p> <p>Key question: How significant is it that Mary was Jesus' mother?</p> <p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Religions: Christianity</p>	<p>Theme: Beliefs and meaning</p> <p>Key question: Is anything ever eternal?</p> <p>Religions: Christianity</p>	<p>Theme: Easter</p> <p>Key question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religions: Christianity</p>	<p>SATS PREP</p>	<p>Theme: Beliefs and moral values</p> <p>Key question: Does belief in Akhirah help Muslims lead good lives?</p> <p>Religions: Islam</p>
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