St Joseph's Catholic Primary School Yearly Curriculum Overview Year 6

2023/2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
World-wide knowledge links & (Global citizenship)	We aim to empower the children to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. This is permeated through the school ethos and wider curriculum offer as well as intertwined within the curriculum and where appropriate making links. This may take place through collective worship, the ECO Team, CAFOD club, catholic social teaching. Whole school initiates take place linked to global issues, such as fundraising events as well as embedded school events such as Black History Month, Diversity week and International evening.					
Enquiry	How does the Mayan civilization compare to ours?	How can light help us see?	Why and how do living things adapt to their environment?	What was it like for children in WW2?	How do inspirational people change our attitudes towards discrimination?	How does our amazing body work?
Growth mindset & metacognition	I can't do it …YET! (Introduce Growth mindset characters).	I know how I learn best	It's good to take a risk	I can share my learning style	Never give up! (The PIT)	I can talk about my learning style
Diversity, Inclusion and Representation	**Ethnically diverse characters** The Place For Me: Stories About the Windrush Generation by Dame Floella Benjamin, K. N. Chimbiri, E. L. Norry & Judy Hepburn	**Cultural diversity** Goddess: 50 Goddesses, Spirits, Saints and Other Female Figures Who Have Shaped Belief by Dr Janina Ramirez	**Neuro diversity** Ways to Be Me by Libby Scott	**Physical disability** The Distance Between Me and the Cherry Tree by Paola Peretti	**Gender equality** Skyward: Female Pilots of World War Two: The Story of Female Pilots in WW2 by Sally Deng	**Refugee equal rights** The Roses in My Carpets by Rukhsana Khan

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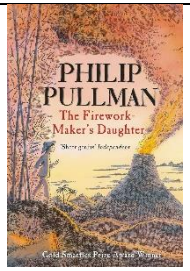
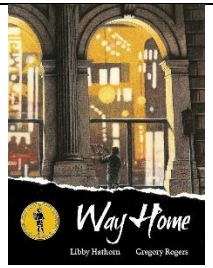
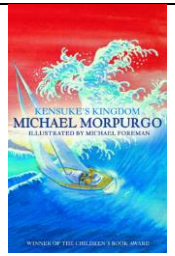
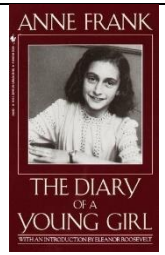
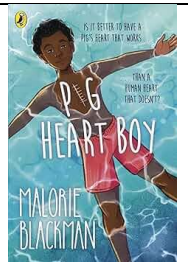
Values	Love Respect	Forgiveness Honesty	Kindness and caring Trust	Tolerance Perseverance	Responsibility Friendship	Humility
Enriching experiences	British Museum - Maya	Shadow puppet workshop / show	Evolution Workshop Natural History Museum	Artis workshop: Zip, Zap Zing	Battle of Britain Bunker	Body Worlds at The London Pavillion
English Key Texts	 Firemaker's Daughter	 Way Home	 Kensuke's Kingdom	 Goodnight Mr Tom	 Diary of Anne Frank	 Pig Heart Boy
English Writing Genre	Non chronological report Letters	Biography Poetry	Newspaper / Recount Story writing	Recount Persuasion	Balanced argument Newspaper	Story writing Instructions – explanation
Maths	**Number: Place Value** 2 weeks **Number: Addition, Subtraction, Multiplication and Division** 4 weeks	**Number: Fractions** 4 weeks **Geometry: Position and Direction** 1 week **Consolidation** 1 week	**Number: Decimals** 2 weeks **Number: Percentages** 2 weeks **Number: Algebra** 2 weeks	**Measurement: Converting units** 1 week **Measurement: Perimeter, Area and Volume** 2 weeks	**Geometry: Properties of Shape** 2 weeks **Problem Solving** 3 weeks **Statistics** 2 weeks	**Investigations** 4 weeks **Consolidation** 1 week

				Number: Ratio 2 weeks **Consolidation** 1 week		
Science	Living things and their habitat 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	Light 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 eyes. -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	Evolution and inheritance 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. -Recognise that living things have changed over time and that fossils provide information about living things that	Electricity Associate the volume of a buzzer with the number and voltage of cells used in the circuit (make a simple Morse code machine using buzzers) - 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 diagram.	Animals including humans 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 -Recognise the impact in which nutrients and water are transported within animals, including humans	Animals including humans 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 -Recognise the impact in which nutrients and water are transported within animals, including humans

		shadows have the same shape as the objects that cast them. - 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 diagram.	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.			
Geography		Our Local area • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes	North America • KS2 - locate the world's countries, using maps to focus on Europe (including the location of Russia)			Earning a living • KS2 - name and locate counties and cities of the United Kingdom, geographical regions

		and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • KS2 - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • KS2 - understand geographical similarities and differences through the study of human and physical geography of			and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • KS2 - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • KS2 - describe and understand key aspects of physical geography, including:

		• KS2 - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	a region of the United Kingdom, a region in a European country, and a region within North or South America • KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied			climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • KS2 - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
History	The Maya • KS2 - a non-European society that provides contrasts with British history – one study chosen from: early Islamic			What was it like for children in WW2? • KS2 - a study of an aspect or theme in British history that extends pupils' chronological	The slave trade • a study of an aspect or theme in British history that extends pupils' chronological	

	civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300			knowledge beyond 1066	knowledge beyond 1066	
Art & Design	Landscapes (Art) & Mayan Masks • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials	Fairground (DT) • 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 • investigate and analyse a range of existing products • evaluate their ideas and products	Express yourself (Art) • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials	Alarms (DT) • KS2 - 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 • KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • KS2 - select from and use a wider	Programming pioneers (DT) • KS2 - 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 • KS2 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and	Leonardo De Vinci (Art) • KS2 - use sketchbooks to review and revisit ideas • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - about great artists in history

		against their own design criteria and consider the views of others to improve their work • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] • apply their understanding of computing to program, monitor and control their products		range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • KS2 - investigate and analyse a range of existing products • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • KS2 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	computer-aided design • KS2 - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • KS2 - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • KS2 - understand how key events and individuals in design and technology have helped shape the world • KS2 - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	

					• KS2 - apply their understanding of computing to program, monitor and control their products	
Computing	Communication and collaboration • In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by	Web page creation • Learners will be introduced to creating websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process, learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	Variables in games • This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, learners experiment with variables in an existing project, then modify them, before they create their own project. In Lesson 4,	Introduction to spreadsheets • This unit introduces the learners to spreadsheets. They will be supported in organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to	3D modelling • Learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy. Finally, learners will examine the benefits of grouping and ungrouping 3D	Sensing • This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – 'Programming A'. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for pupils to

	considering what should and should not be shared on the internet.		learners focus on design. Finally, in Lesson 6, learners apply their knowledge of variables and design to improve their games in Scratch.	multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create charts, and evaluate their results in comparison to questions asked.	objects, then go on to plan, develop, and evaluate their own 3D model of a building.	build in and test within the new programming environment, before transferring it to their micro:bit. Pupils then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth.
Music Insert from Charanga	**Autumn 1** **Unit:** Happy **Style:** Pop/Motown **Topic and cross-curricular links:** What makes us happy? Video/project with musical examples.	**Autumn 2** **Unit:** Classroom Jazz 2 **Style:** Jazz, Latin, Blues **Topic and cross-curricular links:** History of music - Jazz in its historical context.	**Spring 1** **Unit:** Benjamin Britten - A New Year Carol **Style:** Benjamin Britten (Western Classical Music), Gospel, Bhangra. **Topic and cross-curricular links:** Literacy and history, www.fridayafternoonsmusic.co.uk. The historical context of	**Spring 2** **Unit:** You've Got A Friend **Style:** The Music of Carole King **Topic and cross-curricular links:** Her importance as a female composer in the world of popular music.	**Summer 1** **Unit:** Music and Me **Style:** Contemporary, music and identity **Topic and cross-curricular links:** Celebrating the role of women in the music industry.	**Summer 2** **Unit:** Reflect, Rewind and Replay **Style:** Western Classical Music and your choice from Year 6 **Topic and cross-curricular links:** Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked

			Gospel music and Bhangra.			through, in their correct time and space. Consolidate the foundations of the language of music.
PE	Swimming	Swimming	Cognitive	Creative	Swimming	Swimming
PSHE	Internet safety and harms – link to computing • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.	Mental wellbeing – link to anti-bullying week • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions	Physical health and fitness • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are	Health and prevention • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Mental wellbeing – link to mental health awareness week • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	Drugs, alcohol and tobacco • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Basic first aid • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

		(including issues arising online).	worried about their health.			
RE	The Kingdom of God Show an understanding of, by making links between; beliefs and sources, beliefs and worship and beliefs and life. Compare their own and others' responses to questions of belief and values, leading to reasonable explanations of their own and others' views, in the light of religious teaching. Use sources to support and favour some points of views. Values	Justice Show an understanding of, by making links between; beliefs and sources, beliefs and worship and beliefs and life. Explain meaning and purpose of complex scripture passages in a way that shows understanding of the scripture source used. Demonstrate a knowledge and understanding of; the structure and meaning of different forms of worship for believers. Recognise and demonstrate some understanding, that some beliefs, practice and interpretations of sources have developed over time. Identify their own dispositions, personality, history	Exploring the Mass Demonstrate a knowledge and understanding of; doctrine, belief and theological concepts, the nature, structure and authority of communities of beliefs, both locally and universally. Demonstrate a knowledge and understanding of; the structure and meaning of different forms of worship for believers. Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions. Compare their own and others' responses to questions of belief and values, leading to reasonable	Jesus, the Messiah Explain meaning and purpose of complex scripture passages in a way that shows understanding of the scripture source used. Recognise and demonstrate some understanding, that some beliefs, practice and interpretations of sources have developed over time. Compare their own and others' responses to questions of meaning and purpose, leading to reasonable explanations of their own and others' views, in the light of religious teaching. Expressing a different point of view (Children working at greater depth will have the chance to debate and express	The Transforming Spirit Explain meaning and purpose of complex scripture passages in a way that shows understanding of the scripture source used. Recognise and demonstrate some understanding, that some beliefs, practice and interpretations of sources have developed over time. Compare their own and others' responses to questions of meaning and purpose, leading to reasonable explanations of their own and others' views, in the light of religious teaching. Use sources to support and favour some points of views. Pentecost	Called to serve Demonstrate a knowledge and understanding of; doctrine, belief and theological concepts, the nature, structure and authority of communities of beliefs, both locally and universally. Demonstrate a knowledge and understanding of; the structure and meaning of different forms of worship for believers. Demonstrate a knowledge and understanding of common and divergent views and practices within and between religions. Explore how different situations are conducive to reflection and contemplation or prayer.

		and context and show an emerging awareness of the ways in which these affect their responses to questions of meaning and value. Arriving at informed judgements. Incarnation	explanations of their own and others' views, in the light of religious teaching. Use sources to support and favour some points of views. Blessed Sacrament	original points of view. They will be able to use a wider range of sources and arrive at conclusions that are supported by evidence.)	Saul Peter	Use sources to support and favour some points of views. Confirmation Marriage