



Charlestown Community Primary School
Year 6 Curriculum
2017 - 2019



	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Cycle 1:	The Victorians	Continents (North America)	Britain's Anglo Saxon and Scots settlements	Climate Change	Ancient China (Shang Dynasty)	Local Study (Fieldwork)
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Cycle 2:	Early Islamic Civilisation	Continents (South America)	The Vikings	Volcanoes and Earthquakes	Local Study (Fieldwork)	Trading Clothes

The above topics will be based on either History or Geography. Other subjects such will link into the topics. Art and Design Technology will alternate each half term and be linked to either a History or Geography topic.

To be an historian I need to develop the following skills:	
To investigate and interpret the past:	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past • Select suitable sources of evidence, giving reasons for choices • Use sources of information to inform testable hypotheses about the past • Seek out and analyse a wide range of evidence in order to justify claims about the past • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied

	<ul style="list-style-type: none"> • Understand that no single source of evidence gives the full answer to questions about the past • Refine lines of enquiry as appropriate
To build an overview of world history:	<ul style="list-style-type: none"> • Identify continuity and change in the history of the local school • Give a broad overview of life in Britain and some major events from the rest of the world • Compare some of the times studied with those of other areas of interest around the world • Describe the social, ethnic, cultural or religious diversity of past society • Describe the characteristic features of the past, including ideas, belief, attitudes and experiences of men, women and children
To understand chronology:	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as social, religious, political, technological and cultural) • Identify periods of rapid change in history and contrast them with times of relatively little change • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line • Use dates and terms accurately in describing events
To communicate historically:	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate including: Dates, time period, era, change, chronology, continuity, change, century, decade, legacy • Use Literacy, Numeracy and computing skills to a good standard in order to communicate information about the past • Use original ways to present information and ideas
To be a geographer I need to develop the following skills:	
To investigate places:	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations • Identify and describe how the physical features affect the human activity within a location

	<ul style="list-style-type: none"> • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topographical maps - as in London's tube map) • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time • Name and locate the countries of North and South America and identify their main physical and human characteristics
To investigate patterns	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and the time zones (including day and night) • Understand some of the reasons for geographical similarities and differences between countries • Describe how locations around the world are changing and explain some of the reasons for change • Describe geographical diversity across the world • Describe how countries and geographical regions are interconnected and interdependent
To communicate geographically:	<ul style="list-style-type: none"> • Describe and understand key aspects of: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • Describe and understand key aspects of: Human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies

	<ul style="list-style-type: none"> • Use the eight points of the compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world • Create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land)
To be an artist I need to develop the following skills:	
To develop ideas:	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum • Collect information, sketches and resources and present ideas imaginatively in a sketch book • Use the qualities of materials to enhance ideas • Spot the potential in unexpected results as work progresses • Comment on artworks with a fluent grasp of visual language
Drawing:	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (eg reflections, shadows, direction of light) • Use a choice of techniques to depict movement, perspective, shadows and reflection • Choose a style of drawing suitable for the work (eg. Realistic or impressionistic) • Use lines to represent movement
Painting:	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour • Create a colour palette based upon colours observed in the natural or built world • Use the qualities of watercolour and acrylic paints to create visually interesting pieces • Combine colours, tones and tints to enhance the mood of a piece • Use brush techniques and the qualities of paint to create texture • Develop a personal style of painting, drawing upon ideas from other artists
Collage:	<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned) • Combine visual and tactile qualities • Use ceramic mosaic materials and techniques

Sculpture:	<ul style="list-style-type: none"> • Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations • Use tools to carve and add shapes, texture and pattern • Combine visual and tactile qualities • Use frameworks (such as wire or moulds) to provide stability and form
Print:	<ul style="list-style-type: none"> • Build up layers of colours • Create an accurate pattern, showing fine detail • Use a range of visual elements to reflect the purpose of the work
Textiles:	<ul style="list-style-type: none"> • Show precision in techniques • Choose from a range of stitching techniques • Combine previously learned techniques to create pieces
Digital Media:	<ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installation)
To take inspiration from the greats (Classic and Modern):	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers • Show how the work of those studied was influential in both society and to other artists • Create original pieces that show a range of influences and styles
To be a designer I need to develop the following skills:	
To master practical skills (Food):	<ul style="list-style-type: none"> • Understand the importance of correct food storage and handling of ingredients (using knowledge of micro-organisms) • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe • Demonstrate a range of baking and cooking techniques • Create and refine recipes, including ingredients, methods, cooking times and temperatures
To master practical skills (Materials):	<ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or more precise scissor cut after roughly cutting out a shape)

	<ul style="list-style-type: none"> • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of the fabric may require sharper scissors than would be used to cut paper)
To master practical skills (Textiles):	<ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach a decoration) • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles
To master practical skills (Electricals and electronics):	<ul style="list-style-type: none"> • Create circuits using electronic kits that employ a number of components (such as LEDs, resistors, transistors and chips)
To master practical skills (Construction):	<ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding)
To master practical skills (Mechanics):	<ul style="list-style-type: none"> • Convert a rotary motion to linear using cams • Use innovative combinations of electronics (or computing) and mechanics in product design
To master practical skills (Computing):	<ul style="list-style-type: none"> • Write code to control and monitor models or products
To design, make evaluate and improve:	<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit) • Make products through stages of prototypes, making continual refinements • Ensure that products have a high quality finish, using art skills where appropriate • Use prototypes, cross sectional diagrams and computer aided designs to represent designs
To take inspiration from design throughout history:	<ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designs through history, giving reasons for choices • Create innovative designs that improve upon existing products • Evaluate the design of products as to suggest improvements to the user experience
To be a musician I need to develop the following skills:	
Being a musician:	<ul style="list-style-type: none"> • I can sing in harmony confidently and accurately • I can perform parts from memory

		<ul style="list-style-type: none"> • I can take the lead in a performance • I can use a variety of different musical devices in my composition (including melody, rhythms and chords) • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created • I can analyse features within different pieces of music • I can compare and contrast the impact that different composers from different times have had on people of that time 			
Physical Education:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Games (Invasion 3) Dance	Games (Net / Wall) Gymnastics	Games (Invasion 4) Dance	Games (Striking and Fielding) Gymnastics	Athletics Dance	Outdoor and Adventurous Gymnastics
To develop my physical and sporting skills I need to develop the following :					
Games:		<ul style="list-style-type: none"> • I can play to agreed rules • I can explain rules • I can umpire • I can make a team and communicate plan • I can lead others in a game situation 			
Gymnastics:		<ul style="list-style-type: none"> • I can combine my own work with that of others • I can link sequences to specific timings 			
Dance:		<ul style="list-style-type: none"> • I can develop sequences in a specific style • I can choose my own music and style 			
Athletics:		<ul style="list-style-type: none"> • I can demonstrate stamina 			
Outdoor and adventurous:		<ul style="list-style-type: none"> • I can plan a route and a series of clues for someone else • I can plan with others taking account of safety and danger 			

COMPUTING:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
We are APP planners	We are project managers	We are market researchers	We are interface designers	We are APP developers	We are marketers
To be a computing expert I need to develop the following :					
Algorithms and Programming:		<ul style="list-style-type: none"> • I can design a solution by breaking a problem up • I recognise that different solutions can exist for the same problem • I can use logical reasoning to detect errors in algorithms • I can use selection in programs • I can work with variables • I can explain how an algorithm works • I can explore ?what if? questions by planning different scenarios for controlled devices 			
Information Technology:		<ul style="list-style-type: none"> • I can select, use and combine software on a range of digital devices • I can use a range of technology for a specific project 			
Digital Literacy:		<ul style="list-style-type: none"> • I can discuss the risks of online use of technology • I can identify how to minimise risks 			

Science Topics:

Science:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Light	Electricity	Living things and their habitats	Evolution and inheritance	Animals, including humans	Revise previous objectives

To be scientist I need to develop the following skills:

Working scientifically:

- I can plan different types of scientific enquiry
- I can control variables in an enquiry
- I can measure accurately and precisely using a range of equipment
- I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- I can use the outcome of test results to make predictions and set up a further comparative fair test
- I can report findings from enquiries in a range of ways
- I can explain a conclusion from an enquiry
- I can explain causal relationships in an enquiry
- I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory
- I can read, spell and pronounce scientific vocabulary accurately

Biology:

- I can classify living things into broad groups according to observable characteristics and based on similarities & differences
- I can describe how living things have been classified
- I can give reasons for classifying plants and animals in a specific way
- I can identify and name the main parts of the human circulatory system
- I can describe the function of the heart, blood vessels and blood
- I can discuss the impact of diet, exercise, drugs and life style on health
- I can describe the ways in which nutrients and water are transported in animals, including humans
- I can describe how the earth and living things have changed over time
- I can explain how fossils can be used to find out about the past
- I can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)
- I can explain how animals and plants are adapted to suit their environment
- I can link adaptation over time to evolution

	<ul style="list-style-type: none"> • I can explain evolution
Physics:	<ul style="list-style-type: none"> • I can explain how light travels • I can explain and demonstrate how we see objects • I can explain why shadows have the same shape as the object that casts them • I can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc • I can explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer • I can compare and give reasons for why components work and do not work in a circuit • I can draw circuit diagrams using correct symbols

RE Topics:

Religious Education:					
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
New Year, New Start!	What would Jesus do? Can people live by the values of Jesus in the twenty-first century?	Is God everywhere, why go to a place of worship?	Is it better to express your religion in arts and architecture or in charity and generosity?	What do religions say to us when life gets hard?	Are religious festivals important to create a sense of community?

In RE I need to develop the following skills and my spiritual and emotional well-being and respect for others beliefs:	
To understand beliefs and teachings	<ul style="list-style-type: none"> • Explain how some teachings and beliefs are shared between religions. • Explain how religious beliefs shape the lives of individuals and communities.
To understand practices and lifestyles	<ul style="list-style-type: none"> • Explain the practices and lifestyles involved in belonging to a faith community. • Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.

	<ul style="list-style-type: none"> • Show an understanding of the role of a spiritual leader.
To understand how beliefs are conveyed	<ul style="list-style-type: none"> • Explain some of the different ways that individuals show their beliefs.
To reflect	<ul style="list-style-type: none"> • Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. • Explain their own ideas about the answers to ultimate questions. • Explain why their own answers to ultimate questions may differ from those of others
To understand values	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). • Express their own values and remain respectful of those with different values.