

CHRIST THE KING CATHOLIC VOLUNTARY ACADEMY											
CURRICULUM REVIEW: OVERVIEW						YEAR GROUP: 6					
Term	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	COMPUTING AND ONLINE SAFETY	PE	MFL	PSHE AND RSE	
<p>Autumn 1</p> <p>Topic: World War 1 - Remembrance</p>	<p><b>ALL LIVING THINGS AND THEIR HABITATS</b></p> <ul style="list-style-type: none"> <li>Classify living things into broad groups according to observable characteristics and based on similarities and differences</li> </ul> <p>In 1735, Swedish Scientist Carl Linnaeus first published a system for classifying all living things. An adapted version of this system is still used today: The Linnaeus System.</p> <ul style="list-style-type: none"> <li>Know how living things have been classified</li> </ul> <p>Domain: Eukarya Kingdom: Animalia Phylum: Chordata Class: Mammalia Order: Carnivora Family: Canidae Genus: Canis Species: Lupus</p> <ul style="list-style-type: none"> <li>Give reasons for classifying plants and animals in a specific way</li> </ul> <p>Microorganisms are viruses, bacteria, moulds and yeast. Some animals (dust mites) and plants (phytoplankton) are also microorganisms. Microorganisms are very tiny living things that can only be seen using a microscope. They can be found in and on our bodies, in the air, in water and on objects around us.</p> <ul style="list-style-type: none"> <li>Bacteria is a single-celled microorganism.</li> </ul>	<p><b>BEYOND 1066</b></p> <ul style="list-style-type: none"> <li>Know how to place historical events and people from the past societies and periods in a chronological framework</li> </ul> <p>-Understand the meaning of chronology through exploration of timelines, knowing that events are placed in order from earliest to most recent and that gaps in between reflect periods of time.</p> <ul style="list-style-type: none"> <li>Know that when events overlap on a timeline, this is because they happened at the same time.</li> <li>Place key events from history taught in previous year groups onto a timeline.</li> <li>Begin to find out about key people and events from WW1 – linked to remembrance.</li> </ul>		<p><b>STUDY OF GREAT ARTISTS – GEORGE STUBBS – 1724 - 1806</b></p> <ul style="list-style-type: none"> <li>explain the style of art used and how it has been influenced by a famous artist</li> </ul> <p>-Know that George Stubbs famously painted horses.</p> <ul style="list-style-type: none"> <li>Know that George was an English painter who was self-taught (RESILIENCE, DEETERMINATION, PATIENCE, SELF-BELIEF)</li> <li>Know that, because George studied the anatomy of horses, his paintings were incredibly accurate.</li> <li>Know that Stubbs not only painted accurately, but with empathy for the horses.</li> </ul> <p><b>USING SKETCHBOOKS</b></p> <ul style="list-style-type: none"> <li>explain why different tools have been used to create art</li> </ul> <ul style="list-style-type: none"> <li>Know that artists often use pencil to sketch their work first in order to ensure precision.</li> <li>Know that different size paint brushes create different effects.</li> <li>explain why chosen specific techniques have been used</li> </ul> <ul style="list-style-type: none"> <li>Know that to re-create the accuracy of George Stubbs' paintings, a sketch with pencils will be used.</li> <li>Know that sketches are created with various stages, using circles and ovals and then rubbing out lines.</li> <li>know how to use feedback to make amendments and improvement to art</li> </ul> <p>-To look at sketches in the context of the artist studied (e.g. George Stubbs aim to create very accurate drawings) and see areas for improvement, recreating small details for improved accuracy.</p> <p><b>SKILL 2:</b></p> <ul style="list-style-type: none"> <li>To complete line drawings using different drawing</li> </ul>			<p><b>LISTEN AND APPRAISE</b></p> <p>Happy</p> <p><b>SING, PLAY, IMPROVISE AND COMPOSE</b></p> <p>Style: Pop/Motown</p> <p><b>PERFORM AND SHARE</b></p> <p>When listening to music, find the pulse. The pulse is the beat or rhythm. The pulse is usually a regular pattern. Use correct musical language to describe the music you are listening to. I can use tone, rhythm, pulse and volume to describe music.</p> <p>Sing in an ensemble with the aim of producing a round sound with correct dictation and control of pitch. I stand correctly with good posture. I can project my voice. I can follow direction from the adult to sing my part within a wider group.</p> <p>Understand that when you improvise, you create your own piece within given boundaries. I can identify the boundaries within which I am given. I can create lyrics within a given theme to fit a rhythm.</p>	<p><b>COMPUTING SYSTEMS AND NETWORKS – COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Understand how networks can be used to retrieve and share information, and how they come with associated risks.</li> </ul> <p>I can recognise that data is transferred using agreed methods I can explain that internet devices have addresses I can describe how computers use addresses to access websites I can identify and explain the main parts of a data packet I can explain that data is transferred over networks in packets I can explain that all data transferred over the internet is in packets</p> <p><b>SELF-IMAGE AND IDENTITY</b></p> <ul style="list-style-type: none"> <li>Shaping online identities and how media impacts on gender and stereotypes.</li> </ul> <p>I can recognise how to access shared files stored online I can send information over the internet in different ways I can explain that the internet allows different media to be shared I can compare different methods of communicating on the internet I can decide when I should and should not share information online</p>	<p><b>ATHLETICS</b></p> <ul style="list-style-type: none"> <li>controlled when taking off and landing</li> </ul> <p>-Know that arms need to be used to control balance and increase distance when taking off and landing.</p> <ul style="list-style-type: none"> <li>Throw with increasing accuracy</li> </ul> <p>-Know that the non-throwing arm can be used to guide the javelin. -Know the importance of the body position – feet, shoulders, hips to align for accurate throwing.</p> <ul style="list-style-type: none"> <li>combine running and jumping</li> <li>pick up on something a partner does well and also on something that can be improved</li> </ul> <p>-Know how to coach others through breaking the activity into small steps and working on one area e.g. hand over of baton in relay.</p> <ul style="list-style-type: none"> <li>know why own performance was better or not as good as their last</li> </ul> <p>-Know the small steps needed for each activity and identify which needs to be worked on to improve.</p>	<p><b>CULTURETHEQUE – NIVEUA TRICOLOR</b></p> <ul style="list-style-type: none"> <li>Revise classroom language, informal greetings, asking questions.</li> <li>Revise numbers 1-31, months.</li> <li>Asking questions.</li> <li>Revise stating age, writing and saying dates, including birthdays</li> <li>Revise days of the week.</li> </ul>	<p><b>KEEPING/STAYING SAFE WATER SAFETY:</b></p> <ul style="list-style-type: none"> <li>identify a range of danger signs</li> </ul> <p>-Know that danger signs are often brightly coloured in red or yellow to stand out and warn.</p> <ul style="list-style-type: none"> <li>develop and name strategies that can help keep ourselves and others safe</li> </ul> <p>-Know the importance of adult supervision if swimming. -Know not to ignore warning signs and only to swim in designated places. -Know emergency numbers to call and the importance of speaking out if something feels unsafe, including calling trusted adults.</p> <ul style="list-style-type: none"> <li>recognise the impact and possible consequences of an accident or incident</li> </ul> <p>-Know that if warning signs are ignored, the consequences can be serious injury or death. -Recognise the difference between having an awkward conversation with a friend or a potentially life-threatening experience.</p>

				<p><i>pencils and ink/ fine-point pens – showing contours and shape using line techniques</i></p> <ul style="list-style-type: none"> <li>-To know that different pencils give different tones.</li> <li>-To know that different hatching techniques create texture in drawings.</li> <li>-To know that shading (hatching techniques) creates the appearance of 3D objects when sketching.</li> </ul>		<p>Practise, rehearse and perform with an awareness of audience needs.</p> <p>I stand correctly with good posture.</p> <p>I can project my voice.</p> <p>I can follow direction from the adult to sing my part within a wider group.</p>	<p>I can explain that communication on the internet may not be private</p>			
<p><b>Autumn 2</b></p> <p><b>Mini Topic: UK Parliament Week</b></p> <p><b>Topic: World War 2 – The Battle of Britain</b></p>	<p><b>ELECTRICITY</b></p> <ul style="list-style-type: none"> <li>Compare and give reasons for why components work and do not work in a circuit</li> </ul> <p>-Know that metal objects act as conductors and non-metal objects act as insulators.</p> <p>-Know what different items have in common and what's different about them.</p> <ul style="list-style-type: none"> <li>Draw circuit diagrams using correct symbols</li> </ul> <p>-Know what a circuit is.</p> <p>-Know that a circuit must be one complete loop with no gaps in order to work.</p> <p>-Know the key parts of a circuit including power source, bulbs, wires and switches and the corresponding symbols.</p> <ul style="list-style-type: none"> <li>Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer</li> </ul> <p>-Know that cells can have different voltages and that more cells will increase the voltage.</p> <p>-Know that more power means</p>	<p><b>BEYOND 1066</b></p> <ul style="list-style-type: none"> <li>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history</li> </ul> <p>-Know how WW1 ended and key events leading up to the start of WW2.</p> <p>-Know key political figures from WW2 e.g. Hitler, Chamberlain, Churchill.</p> <p>-Know how WW2 began including key territory taken and the significance of Dunkirk.</p> <p>-Know the decision of Hitler and Goring to invade Britain by air was ultimately key in events leading up to the Battle of Britain.</p> <p>-Know key details about the Battle of Britain – when? What happened? Why significant?</p> <ul style="list-style-type: none"> <li>know how Britain has had a major influence on the world</li> </ul> <p>-Know that Britain stood alone at the start of WW2 as other European countries fell to the Nazis.</p>	<p><b>STUDY OF GREAT ARTISTS – REMBRANDT</b></p> <ul style="list-style-type: none"> <li>understand what a specific artist is trying to achieve in any given situation</li> </ul> <p>Rembrandt was known for his history paintings and portraits commissioned by patrons, but he also pushed forward the genre of self-portraiture.</p> <p>He was a drawer, painter, and printmaker, and his consistent ability to produce intense, captivating portraits are proof of his talent</p> <p><b>DRAWING, PAINTING AND SCULPTURE</b></p> <ul style="list-style-type: none"> <li>use a full range of pencils, charcoal or pastels when creating a piece of observational art</li> </ul> <p>Different pencil lead creates different effects.</p> <p>Line drawings are pieces of art created with one continuous line.</p> <p>Cross-hatching can be used in different ways to achieve tone.</p> <p><b>SKILL 1:</b></p> <ul style="list-style-type: none"> <li>To revisit and apply previous learning about secondary and tertiary colours</li> </ul> <p>Identify the primary colours of red, yellow and blue.</p> <p>Identify the secondary colours of green, orange and purple.</p>	<ul style="list-style-type: none"> <li><b>Textiles – waistcoats</b></li> </ul> <p><b>DESIGNING</b></p> <ul style="list-style-type: none"> <li>use market research to inform plans and ideas.</li> <li>follow and refine original plans</li> </ul> <p>To understand that it is important to design clothing with the client/target customer in mind.</p> <p>To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.</p> <p><b>MAKING</b></p> <ul style="list-style-type: none"> <li>know which tool to use for a specific practical task</li> </ul> <p>To understand the importance of consistently sized stitches</p> <p><b>EVALUATING</b></p> <ul style="list-style-type: none"> <li>know how to test and evaluate designed products</li> <li>explain how products should be stored and give reasons</li> </ul>	<p><b>LISTEN AND APPRAISE</b></p> <p>Bacharach Anorak and Meet The Blues</p> <p><b>SING, PLAY, IMPROVISE AND COMPOSE</b></p> <p>Style: Jazz</p> <p><b>PERFORM AND SHARE</b></p> <p>When listening to music, find the pulse.</p> <p>The pulse is the beat or rhythm.</p> <p>The pulse is usually a regular pattern.</p> <p>Use correct musical language to describe the music you are listening to.</p> <p>I can use tone, rhythm, pulse and volume to describe music.</p> <p>Sing in an ensemble with the aim of producing a round sound with correct dictation and control of pitch.</p> <p>I stand correctly with good posture.</p> <p>I can project my voice.</p> <p>I can follow direction from the adult to sing my part within a wider group.</p> <p>Understand that when you improvise, you create your own</p>	<p><b>CREATING MEDIA – webpage creation</b></p> <ul style="list-style-type: none"> <li>Select and create a range of media including text, images, sounds and video.</li> </ul> <p>I can recognise the common features of a web page</p> <p>I can suggest media to include on my page</p> <p>I can draw a web page layout that suits my purpose.</p> <p>I can add content to my own web page</p> <p>I can preview what my web page looks like</p> <p>I can evaluate what my web page looks like on different devices and suggest/make edits.</p> <p>I can explain what a navigation path is</p> <p>I can describe why navigation paths are useful</p> <p>I can make multiple web pages and link them using hyperlinks</p> <p>I can explain the implication of linking to content owned by others</p> <p>I can create hyperlinks to link to other people's work</p> <p>I can evaluate the user experience of a website</p> <p><b>ONLINE RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>Understand how relationships and behaviours may lead to harm and how positive online interaction can empower and amplify voice.</li> </ul>	<p><b>BASKETBALL</b></p> <ul style="list-style-type: none"> <li>gain possession by working a team and pass in different ways</li> </ul> <p>1. Know that working as a team is important for winning a game.</p> <p>2. Know that possession is what the aim of the game is.</p> <p>3. Know that the more possession of the ball you have, the more likely you are to score/win.</p> <ul style="list-style-type: none"> <li>choose a specific tactic for defending and attacking</li> </ul> <p>1. Understand the difference between attacking and defending.</p> <p>2. Know that tactics can support attacking or defending in a game.</p> <p>3. Know that working with your team before the game will support the decisions made when attacking/defending.</p> <ul style="list-style-type: none"> <li>use a number of techniques to pass, dribble and shoot</li> </ul> <p>1. Know that defending is protecting your goal and using space so that you do not concede.</p> <p>2. Know that attacking is gaining the ball and moving towards your</p>	<p><b>CULTURETHEQUE – NIVEUA TRICOLOR</b></p> <ul style="list-style-type: none"> <li>Je Peux – I am able to</li> </ul> <p>I know 5 high frequency infinitive verbs in French.</p> <p>I know 5 more high frequency infinitive verbs in French.</p> <p>I know how to use the structure 'je peux' with the infinitive verbs in French.</p> <p>I know how to use the negative structure 'je ne peux pas' followed by infinitive verbs in French.</p> <p>I know how to use conjunctions 'et' (and) &amp; 'mais' (but) in French.</p>	<p><b>A WORLD WITHOUT JUDGMENT BRITISH VALUES:</b></p> <ul style="list-style-type: none"> <li>understand that there are a wide range of religions and beliefs in the UK</li> <li>explain each of the British values</li> <li>create a range of values for your educational setting</li> <li>explain how all religions can live in cohesion</li> </ul> <p><b>BEING RESPONSIBLE STEALING:</b></p> <ul style="list-style-type: none"> <li>explain what consent means</li> <li>recognise the importance of being honest and not stealing</li> <li>explain why it is important to have a trusting relationship between friends and family</li> <li>identify how making some choices can impact others' lives in a negative way</li> </ul>	

	<p>brighter light or louder buzzer.</p> <p>-Know that wires have a resistance.</p>	<p>-Know that the British, together with their allies, defeated Hitler the impact this had on the world and core values such as freedom.</p>		<p>Know that adding white will change the tone of a colour.</p> <p><b>SKILL 3:</b></p> <ul style="list-style-type: none"> <li>To use a range of different paints (watercolours, poster paints, acrylics) and bases (paper, canvas) and select the most appropriate for their artwork</li> </ul> <p>Acrylic and watercolor are both water-based paints that dry quickly. Acrylic dries much darker than watercolor and can be layered to create textured paintings or cover mistakes. Watercolors dry lighter and blend easier.</p>	<p>evaluate product against clear criteria</p>	<p>piece within given boundaries.</p> <p>I can identify the boundaries within which I am given. I can create lyrics within a given theme to fit a rhythm.</p> <p>Practise, rehearse and perform with an awareness of audience needs. I stand correctly with good posture. I can project my voice. I can follow direction from the adult to sing my part within a wider group.</p>	<p>I understand that I must not say anything online that may cause upset or offence.</p> <p>Know that one something is online, there is a formal record of it.</p> <p>When people work together, awareness of issues can be created quickly and change can be made.</p>	<p>end goal (hoop, net etc)</p> <p>3. Know that the words dribble, pass and shoot are part of Netball, Basketball and Football</p> <ul style="list-style-type: none"> <li>pick up on something a partner does well and also on something that can be improved know and why own performance was better or not as good as their last</li> </ul> <p>1. Know and identify WAGOLL technique. 2. Identify and explain how a technique can be improved.</p>	
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CURRICULUM REVIEW: OVERVIEW

YEAR GROUP: 6

Term	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	COMPUTING AND ONLINE SAFETY	PE	MFL	PSHE AND RSE	
Spring 1	<p><b>LIGHT Composite</b></p> <ul style="list-style-type: none"> <li>Know how light travels</li> </ul> <p>Components:</p> <p>-Know that light travels in a straight line.</p> <p>-Know that light can be reflected and refracted.</p> <ul style="list-style-type: none"> <li>Know and demonstrate how we see objects</li> </ul> <p>-Know the different parts of the eye and their functions: that the pupil is where light enters the eye, that the lens bends the light, the iris is the muscle that controls how much light gets into the eye, the optic nerve and the retina.</p> <p>-Know that light reflects off objects into our eye.</p>		<p><b>Why Does Population Change?</b></p> <p>To understand the change and distribution of the global population.</p> <p>Define global population distribution. Describe how and why the global population has changed. Begin to explain why people may choose to live in a particular environment.</p> <p>To define birth and death rates and describe why they change.</p> <p>Define birth rate and death rate.</p>		<p><b>Structures – playgrounds</b></p> <p>To design a playground featuring a variety of different structures, giving consideration to how the structures will be used.</p> <p>- Structures that have different purposes are constructed in different ways, for example swinging structures and spinning structures.</p> <p>- Consider effective and ineffective designs.</p> <p>-A prototype is a cheap, rough version of the final product.</p> <p>Build a range of play apparatus structures drawing upon new</p>		<p><b>LISTEN AND APPRAISE</b></p> <p>Plastic Pollution song</p> <p>When listening to music, find the pulse.</p> <p>The pulse is the beat or rhythm. The pulse is usually a regular pattern. Use correct musical language to describe the music you are listening to.</p> <p>I can use tone, rhythm, pulse and volume to describe music.</p> <p><b>SING, PLAY, IMPROVISE AND COMPOSE</b></p> <p>Style: Hip Hop</p> <p>Sing in an ensemble with the aim of producing a round sound with</p>	<p><b>CREATING MEDIA – 3d modelling</b></p> <p>To recognise that you can work in three dimensions on a computer.</p> <p>I can add 3D shapes to a project.</p> <p>I can view 3D shapes from different perspectives.</p> <p>I can move 3D shapes relative to one another.</p> <p>To identify that digital 3D objects can be modified</p> <p>I can resize an object in three dimensions</p> <p>I can lift/lower 3D objects</p> <p>I can recolour a 3D object</p> <p>To create a 3D model for a given purpose</p> <p>I can accurately size 3D objects</p> <p>I can show that placeholders can create holes in 3D objects</p>	<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>compose own dances in a creative way</li> </ul> <p>Identify key elements of given decades. Link and sequence movements effectively for given time period.</p> <ul style="list-style-type: none"> <li>dance shows clarity, fluency, accuracy and consistency</li> </ul> <p>Extend limbs and muscles correctly to create shape and movement. Identify the pulse and rhythm of the music and sequence effectively.</p> <ul style="list-style-type: none"> <li>pick up on something a partner does well and also on something that can be improved</li> </ul> <p>Know WAGOLL and be able to identify success.</p>	<p><b>CULTURETHEQUE – NIVEUA TRICOLOR</b></p> <p>En Classe</p> <p>I know the nouns and determiners for 6 classroom objects. I know 6 more nouns and their determiners for classroom objects in French. I can answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do have in your pencil case?)</p> <p>I know how to move from an indefinite determiner (a) to a possessive adjective (my) in French. I know the negative response and use all my new knowledge to say what I have/do not have.</p>	<p><b>KEEPING/STAYING HEALTHY ALCOHOL:</b></p> <ul style="list-style-type: none"> <li>identify what is a risky choice</li> <li>identify the risks associated with alcohol (+ drugs)</li> <li>describe how alcohol can affect your immediate and future health</li> <li>develop and recognise skills and strategies to keep safe</li> </ul>

<ul style="list-style-type: none"> <li>Know why shadows have the same shape as the object that casts them</li> <li>-Know that when a light source shines on an object, a shadow will be created behind the object.</li> <li>-Know that shadows are</li> <li>Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</li> <li>-Know what each instrument is and what its function is. E.g. periscope to see over trenches in WW1.</li> <li>-Know the key parts of each optical instrument. E.g. lens, mirror.</li> <li>-Know the journey of light to the eye using these instruments, applying previous component knowledge.</li> </ul>			<p>Describe what influences birth and death rates. Identify the natural increase of a population on a graph.</p> <p>To recognise the push and pull factors influencing migration. Define migration. Describe push and pull factors. Explain why some migration is involuntary.</p> <p>To begin to understand the impact climate change can have on the global population. Give reasons why climate change is happening. Describe the impact of climate change on the population. Suggest ways to fight climate change at a local level.</p> <p>To collect data showing how population impacts the amount of traffic and litter in an area and report on the fieldwork process, analyse findings and make suggestions to improve a situation.</p> <p>Follow a pre-prepared route on an OS map. Use a range of data collection methods. Collect both quantitative and qualitative data. Use digital technologies to map data collected.</p>		<p>and prior knowledge of structures.</p> <ul style="list-style-type: none"> <li>-Measure, mark and cut wood to create a range of structures.</li> <li>-Use a range of materials to reinforce and add decoration to structures.</li> <li>-Improve a design plan based on peer evaluation.</li> <li>-Test and adapt a design to improve it as it is developed.</li> <li>-Identify what makes a successful structure.</li> </ul>	<p>correct dictation and control of pitch.</p> <p>I stand correctly with good posture. I can project my voice. I can follow direction from the adult to sing my part within a wider group.</p> <p>Understand that when you improvise, you create your own piece within given boundaries. I can identify the boundaries within which I am given. I can create lyrics within a given theme to fit a rhythm.</p> <p><b>PERFORM AND SHARE</b></p> <p>Practise, rehearse and perform with an awareness of audience needs. I stand correctly with good posture. I can project my voice. I can follow direction from the adult to sing my part within a wider group.</p>	<p>I can combine a number of 3D objects</p> <p><b>ONLINE BULLYING</b></p> <ul style="list-style-type: none"> <li>Understanding strategies for effective reporting and intervention and other aggressive behaviour relates to laws.</li> </ul>	<p>Identify EBIs and explain how these can be improved.</p> <ul style="list-style-type: none"> <li>know why own performance was better or not as good as their last</li> </ul> <p>Know WAGOLL and be able to identify success. Identify EBIs and explain how these can be improved.</p>	<p>have in my pencil case.</p>	
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			Analyse and compare two different data sets. Suggest improvements in response to conclusions drawn.							
Spring 2	<p><b>EVOLUTION AND INHERITENCE</b></p> <ul style="list-style-type: none"> <li>Know how fossils can be used to find out about the past.</li> </ul> <p>Fossils are preserved remains of ancient animals and plants. Fossils let scientists know how animals used to look millions of years ago. <ul style="list-style-type: none"> <li>Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)</li> </ul> <p>Animals and plants produce offspring that are similar but not identical. You can see variation in any species, including plants.</p> </p>		<p><b>Where does our energy come from?</b></p> <p>To know why energy sources are important.</p> <p>Describe what we use energy for. Give examples of different sources of energy. Map significant energy trading routes.</p> <p>To understand the benefits and drawbacks of different energy sources</p> <p>State the difference between renewable and non-renewable energy sources. Describe the benefits and drawbacks of an energy source. Discuss what to consider when deciding which energy source to use.</p> <p>To understand how energy is generated in the United States. Explain the significance of the Prime Meridian and time zones. Discuss how the United States generates its energy. Use a digital map to identify energy</p>	<p><b>DRAWING, PAINTING AND SCULPTURE</b></p> <ul style="list-style-type: none"> <li>Know how to overprint to create different patterns</li> </ul> <p>Block printing is one of the oldest types of printmaking. It is traditionally intricate patterns made from wooden blocks printed onto textiles. Block printing was mainly traditionally used as a way of forming patterns onto fabrics, used in East Asia and China. Blocks were created and printed by hand. Block printing is detailed and usually uses 1 colour. Blocks can be overlaid to create different patterns.</p> <p><b>SKILL 2:</b></p> <ul style="list-style-type: none"> <li>To use different pencil techniques to show tone and texture (rough/ smooth etc.)</li> </ul> <p>-To know that different pencils give different tones.</p> <p>-To know that different hatching techniques create texture in drawings.</p> <p>-To know that shading (hatching techniques) creates the appearance of 3D objects when sketching.</p> <p>To understand how energy is generated in the United States. Explain the significance of the Prime Meridian and time zones. Discuss how the United States generates its energy. Use a digital map to identify energy</p>	<p><b>Mechanisms – Automata Toys</b></p> <p>To understand that the mechanism in an automata uses a system of cams, axles and followers.</p> <p>-Linkages change the direction of a force.</p> <p>-Drawing cross-sectional diagrams to show the inner-workings of my design.</p> <p>To know that an automata is a hand-powered mechanical toy.</p> <p>-For the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles.</p> <p>To know that a cross-sectional diagram shows the inner workings of a product.</p> <p>Assemble components accurately to make a stable frame</p> <p>Measuring, marking and cutting components accurately using a ruler and scissors.</p>	<p><b>LISTEN AND APPRAISE</b></p> <p>You've Got A Friend (The music of Carole King) When listening to music, find the pulse.</p> <p>The pulse is the beat or rhythm. The pulse is usually a regular pattern. Use correct musical language to describe the music you are listening to.</p> <p>I can use tone, rhythm, pulse and volume to describe music.</p> <p><b>SING, PLAY, IMPROVISE AND COMPOSE</b></p> <p>Style: 70s Pop Sing in an ensemble with the aim of producing a round sound with correct dictation and control of pitch.</p> <p>I stand correctly with good posture. I can project my voice. I can follow direction from the adult to sing my part within a wider group.</p> <p>Understand that when you improvise, you create your own piece within given boundaries. I can identify the boundaries within which I am given. I can create lyrics within a given</p>	<p><b>DATA AND INFORMATION – SPREADSHEETS</b></p> <p>To create a data set in a spreadsheet</p> <p>I can collect data</p> <p>I can suggest how to structure my data</p> <p>I can enter data into a spreadsheet</p> <p>To build a data set in a spreadsheet</p> <p>I can explain what an item of data is</p> <p>I can choose an appropriate format for a cell</p> <p>I can apply an appropriate format for a cell</p> <p>To explain that formulas can be used to produce calculated data</p> <p>I can explain which data types can be used in calculations</p> <p>I can construct a formula in a spreadsheet</p> <p>I can identify that changing inputs changes outputs</p> <p>To apply formulas to data</p> <p>I can calculate data using different operations</p> <p>I can create a formula which includes a range of cells</p> <p>I can apply a formula to multiple cells by duplicating it</p> <p><b>PRIVACY AND SECURITY</b></p> <ul style="list-style-type: none"> <li>Model behavioural and technical</li> </ul>	<p><b>NETBALL</b></p> <ul style="list-style-type: none"> <li>gain possession by working a team and pass in different ways</li> </ul> <ol style="list-style-type: none"> <li>Know that working as a team is important for winning a game.</li> <li>Know that possession is what the aim of the game is.</li> <li>Know that the more possession of the ball you have, the more likely you are to score/win.</li> </ol> <ul style="list-style-type: none"> <li>choose a specific tactic for defending and attacking</li> </ul> <ol style="list-style-type: none"> <li>Understand the difference between attacking and defending.</li> <li>Know that tactics can support attacking or defending in a game.</li> <li>Know that working with your team before the game will support the decisions made when attacking/defending.</li> </ol> <ul style="list-style-type: none"> <li>use a number of techniques to pass, dribble and shoot</li> </ul> <ol style="list-style-type: none"> <li>Know that defending is protecting your goal and using space so that you do not concede.</li> <li>Know that attacking is gaining the ball and moving towards your end goal (hoop, net etc)</li> <li>Know that the words dribble, pass and shoot are part of Netball, Basketball and Football.</li> </ol>	<p><b>CULTURETHEQUE – NIVEUA TRICOLOR</b></p> <p>Ma Famille</p> <p>I know the nouns and determiners for several family members in French. I know how to move from using the determiner 'a' with a family member noun to using a possessive adjective 'my' in French. I can answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?) I know how to introduce family members, learning to use 'il/elle s'appelle' (he/she is called). I can use my knowledge of larger numbers to be able to describe the age of family members.</p>	<p><b>COMPUTER SAFETY MAKING FRIENDS ONLINE:</b></p> <ul style="list-style-type: none"> <li>list the key applications that we may use now and in the future</li> <li>know and understand why some applications have age restrictions</li> <li>identify ways to keep yourself and others safe in a range of situations online and offline</li> <li>recognise that people may not always be who they say they are online</li> </ul>

			<p>production in an area of Texas. To know how energy sources are distributed in an area. Locate cities in the UK. Use grid references on an OS map to locate human and physical features. Describe similarities and differences between two areas. To explain reasons for choosing an energy source and collect and present data on where to position a solar panel on the school grounds. Discuss the benefits and drawbacks of an energy source. Justify the location of an energy source. Make considerations when planning new energy source facilities. Use interview questions to collect qualitative data. Draw a sketch map using contours where needed. Use data collected to justify a proposed location for a solar panel.</p>			<p>theme to fit a rhythm. <b>PERFORM AND SHARE</b> Practise, rehearse and perform with an awareness of audience needs. I stand correctly with good posture. I can project my voice. I can follow direction from the adult to sing my part within a wider group.</p>	<p>strategies to limit impact on privacy in order to protect data and other systems used.</p>	<ul style="list-style-type: none"> <li>pick up on something a partner does well and also on something that can be improved and know why own performance was better or not as good as their last</li> </ul> <p>1. Know and identify WAGOLL technique. 2. Identify and explain how a technique can be improved.</p>	
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CHRIST THE KING CATHOLIC VOLUNTARY ACADEMY

CURRICULUM REVIEW: OVERVIEW

YEAR GROUP: 6

Term	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	COMPUTING AND ONLINE SAFETY	PE	MFL	PSHE AND RSE
<p>Summer 1</p> <p>Topic: Britain (London) and Europe</p>	<p><b>EVOLUTION AND INHERITENCE cont.</b></p> <ul style="list-style-type: none"> <li>Know how animals and</li> </ul>		<p><b>Can I carry out an independent fieldwork enquiry?</b></p>	<p><b>STUDY OF GREAT ARTISTS – BANKSY / ANDY WARHOL / BRIDGET RILEY</b></p> <ul style="list-style-type: none"> <li>understand why art can be very abstract and what message</li> </ul>		<p><b>LISTEN AND APPRAISE</b></p> <p>Music from four different inspirational female artists –</p>	<p><b>PROGRAMMING A – VARIABLES IN GAMES</b></p> <ul style="list-style-type: none"> <li>Create software to allow computers to solve problems.</li> </ul>	<p><b>OUTDOOR AND ADVENTUROUS ACTIVITY &amp; SPORTS DAY PRACTISE</b></p>	<p><b>CULTURETHEQUE – NIVEUA TRICOLOR</b></p> <ul style="list-style-type: none"> <li>Describe features about yourself</li> </ul>	<p><b>GROWING AND CHANGING PUBERTY: (Y5)</b></p> <ul style="list-style-type: none"> <li>explain what puberty means</li> </ul>

<p><b>Mini topic: VE Day</b></p>	<p>plants are adapted to suit their environment</p> <p>Characteristics that are influenced by the environment the living things live in. These adaptations can develop as a result of many things, such as food and climate.</p> <ul style="list-style-type: none"> <li>Know about evolution and can explain what it is</li> </ul> <p>Evolution is the process by which different kinds of living organism have developed from earlier forms over millions of years.</p> <p>- Natural selection is a way by which animals have evolved to survive in their environments.</p>		<p>To develop an enquiry question.</p> <p>Explore changes and issues occurring in my local area.</p> <p>Determine my initial understanding of a local issue.</p> <p>Identify what I want to find out about a local issue.</p> <p>To determine the most effective data collection methods for fieldwork.</p> <p>Identify what data needs collecting to answer the enquiry question.</p> <p>Justify why I have chosen a data collection method.</p> <p>Design a data collection method.</p> <p>To plan a route for a fieldwork trip</p> <p>Select the start and end of the route.</p> <p>Plot the points on the route where data will be collected.</p> <p>Identify any risks that may be encountered on the route.</p> <p>To collect data, answer and present my findings for the enquiry question.</p> <p>Manage risks during fieldwork.</p> <p>Follow a route on an OS map.</p> <p>Record data using a variety of methods.</p> <p>Examine the data collect</p> <p>Add data to a digital map</p>	<p>the artist is trying to convey</p> <p><b>USING SKETCHBOOKS</b></p> <ul style="list-style-type: none"> <li>know how to use a range of e-resources to create art</li> </ul> <p><b>DRAWING, PAINTING AND SCULPTURE</b></p> <ul style="list-style-type: none"> <li>know which media to use to create maximum impact</li> </ul> <p><b>SKILL 2:</b></p> <ul style="list-style-type: none"> <li>To demonstrate two-point perspective</li> </ul> <p><b>EXPERIENTIAL SKILLS:</b></p> <ul style="list-style-type: none"> <li>Digital / graphic art</li> </ul>		<p>Anna Meredith, Shiva Feshareki, Eska Mtungwazi, Afrodeutsche</p> <p><b>SING, PLAY, IMPROVISE AND COMPOSE</b></p> <p>Style: Jazz</p> <p><b>PERFORM AND SHARE</b></p>	<p><b>HEALTH, WELL-BEING AND LIFESTYLE</b></p> <ul style="list-style-type: none"> <li>Understand the impact technology has on health, well-being and lifestyle including understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</li> </ul>	<ul style="list-style-type: none"> <li>follow a map into an unknown location</li> <li>use clues and a compass to navigate a route</li> <li>change route to overcome a problem</li> <li>use new information to change route</li> </ul>	<ul style="list-style-type: none"> <li>Count up to 70</li> <li>Learn names of basic items of clothing</li> <li>Describe the weather</li> </ul>	<ul style="list-style-type: none"> <li>describe the changes that boys and girls may go through during puberty</li> <li>Identify why our bodies go through puberty</li> <li>develop coping strategies to help with the different stages of puberty</li> <li>identify who and what can help us during puberty</li> </ul> <p><b>GROWING AND CHANGING CONCEPTION:</b></p> <ul style="list-style-type: none"> <li>explain the terms 'conception' and 'reproduction'</li> <li>describe the function of the female and male reproductive systems</li> <li>identify the various ways adults can have a child</li> <li>explain various different stages of pregnancy</li> <li>identify the laws around consent</li> </ul>
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			Draw a conclusion about what the data shows. Select data to include in a presentation. Present data using my chosen method. Discuss the process to collect data.						
<p>Summer 2</p> <p>Topic: The Ancient Mayans</p>	<p><b>ANIMALS INCLUDING HUMANS</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system</li> </ul> <p>The system includes the heart, veins, arteries and blood transporting substances around the body.</p> <p>Arteries carry oxygenated blood away from the heart.</p> <p>Blood transports: • gases (mostly oxygen and carbon dioxide); • nutrients (including water); • waste products.</p> <ul style="list-style-type: none"> <li>Know the function of the heart, blood vessels and blood</li> </ul> <p>Mammals have hearts with four chambers. The blood that has come from the body is deoxygenated, and the blood that has come from the lungs is oxygenated again.</p> <p>Oxygenated blood has more oxygen. It is pumped from the heart to the rest of the body.</p> <p>Deoxygenated blood is blood where most of the oxygen has already been transferred to the rest of the body.</p> <p>Veins carry deoxygenated blood toward the heart.</p>	<p><b>CIVILIZATIONS FROM 1000 YEARS AGO</b></p> <ul style="list-style-type: none"> <li>Know about the impact that one of the following ancient societies had on the world: <u>the Mayan civilization</u>; the Islamic civilization; or the Benin</li> <li>Know why they were considered an advanced society in relation to that period of time in Europe</li> </ul>	<p><b>SKILL 4:</b></p> <ul style="list-style-type: none"> <li>To create effective 3D clay sculptures</li> <li>To varnish their own clay sculptures</li> </ul> <p><b>EXPERIENTIAL SKILLS:</b></p> <ul style="list-style-type: none"> <li>Batik</li> </ul>	<p><b>FOOD TECHNOLOGY – Come Dine with Me</b></p> <ul style="list-style-type: none"> <li>explain how food ingredients should be stored and give reasons</li> <li>work within a budget to create a meal</li> <li>understand the difference between a savoury and sweet dish</li> </ul>	<p><b>REFLECT AND REWIND</b></p> <ul style="list-style-type: none"> <li>Revisit work from throughout the year.</li> </ul>	<p><b>PROGRAMMING B – SENSING</b></p> <ul style="list-style-type: none"> <li>Select and create a range of media including text, images, sounds and video.</li> </ul> <p><b>COPYRIGHT AND OWNERSHIP</b></p> <p>Understand the importance of protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	<p><b>KWIK CRICKET</b></p> <ul style="list-style-type: none"> <li>gain possession by working a team and pass in different ways</li> <li>choose a specific tactic for defending and attacking</li> <li>use a number of techniques to pass, dribble and shoot</li> <li>pick up on something a partner does well and also on something that can be improved</li> <li>know why own performance was better or not as good as their last</li> </ul>	<p><b>CULTURETHEQUE – NIVEUA TRICOLOR</b></p> <ul style="list-style-type: none"> <li>Describing where I live in the UK</li> <li>Learn about France’s national day and how it is celebrated</li> </ul>	<p><b>THE WORKING WORLD IN-APP PURCHASES:</b></p> <ul style="list-style-type: none"> <li>know and understand various money-related terms</li> <li>recognise some of the ways in which we can spend money via technology</li> <li>describe the potential impact of spending money without permission</li> <li>identify strategies to save money</li> </ul> <p><b>FEELINGS AND EMOTIONS WORRY:</b></p> <ul style="list-style-type: none"> <li>recognise our thoughts, feelings, and emotions</li> <li>identify how we can reduce our feeling of worry</li> <li>explain how we can support others who feel worried</li> <li>recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> </ul>



- Know the impact of diet, exercise, drugs and lifestyle on health

Regular exercise: • strengthens muscles including the heart muscle; • improves circulation; • increases the amount of oxygen around the body; • releases brain chemicals which help you feel calm and relaxed; • helps you sleep more easily; • strengthens bones.

Drugs, alcohol and smoking have negative effects on the body.

A healthy diet involves eating the right types of nutrients in the right amounts.

- Know the ways in which nutrients and water are transported in animals, including humans

- Know that the circulatory system transports nutrients around the body.  
- Know that water is