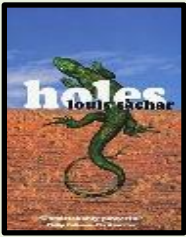
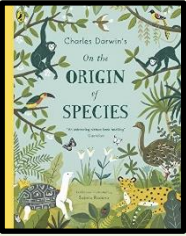
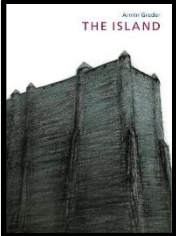
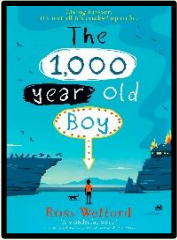


















Broadwood Primary School









Year 6

Yearly Overview

	Autumn Term	Spring Term	Summer Term
English (Texts)	Holes <i>By Louis Sachar</i>	Street Child <i>By Berlie Doherty</i>	Once <i>By Morris Gleitzman</i>
Quotes	<p>"You take a bad boy and make him dig holes all day in the hot sun, it turns him into a good boy."</p>  <p>Charles Darwin's On the Origin of the Species <i>Retold by Sabina Radeva</i></p>  <p>"It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change."</p>	<p>"Don't think yer work's done. Your work's never done. Not while there's coal in the ground."</p> <p>The Island <i>By Armin Greder</i></p>  <p>"Their act of kindness had not been the end, merely the beginning."</p> <p>"He is not one of us. He isn't our problem."</p>	<p>"Everybody deserves to have something good in their life. At least Once."</p> <p>The 1,000-year-old Boy <i>By Ross Welford</i></p>  <p>"I long to grow up, to be a man. I long to be in a hurry to do something, before time runs out."</p>
Science	Living Things and their Habitats - Classification of Living Things	Animals, including Humans - Human Circulation	Electricity - Changing Circuits
	<p>1: How can we sort the mess? 2: What plants are there other than flowering plants? 3: How can we classify animals? 4: What else is living besides plants and animals? 5: How can we identify living things? 6: What lives here? 7: Where do these organisms fit in my key? 1-7: Knowledge Catcher.</p> <p style="text-align: center;">Evolution and Inheritance</p> <p>1: How are living things different? 2: How is an organism adapted to live in its habitat? 3: How do an animal's adaptations help it to survive? 4: What can fossils tell us? 5: How does evolution happen? 6: How did Wallace and Darwin come up with the idea of</p>	<p>1: What is blood made of? 2: What is the circulatory system and what does it do? 3: What is a heart and what does it do? 4: What are blood vessels and valves and what do they do? 5: What did William Harvey find out about the circulatory system? 1-5: Knowledge Catcher.</p> <p style="text-align: center;">Light - What Light Does</p> <p>1: How does light travel? 2: What can we change about a shadow? 3: What might affect the size of a shadow? 4: What affects the size of a shadow? 5: How is light reflected? 6: How do we see objects? 1-6: Knowledge Catcher.</p>	<p>1: How do we light the lamp? 2: How can we change a circuit? 3: How can we change the brightness of a lamp? 4: How can we change how other components work? 5: How can we predict which circuit will have the brighter lamp? 1-5: Knowledge Catcher.</p> <p style="text-align: center;"> Link to DT (Electrical Systems).</p> <p style="text-align: center;">Animals, including Humans - Body health</p> <p>1: How do we make healthy food choices? 2: What can happen if you don't eat a balanced diet? 3: How does physical activity affect heart rate? 4: How does smoking or vaping affect your health? 1-4: Knowledge Catcher.</p>


	<p>natural selection? 1-6: Knowledge Catcher.</p> <p> Link to Class Text (On the Origins of the Species) and Population (Geography).</p>		<p> Link to Barcelona International Trip.</p>
<p>History</p> <p></p> <p>Our KS2 History curriculum builds on skills and knowledge in chronological order within each year group.</p>	<p><u>Crime and Punishment</u></p> <p>Is punishment an effective way to control crime?</p> <p>1: How were criminals punished 800 years ago, and how do we know? 2: What does the legend of Robin Hood tell us about medieval justice? 3: How did crimes and punishments change between 1500 and 1750? 4: Why did punishments become so bloody in the 18th century? 5: Why did so much change happen in the 19th century? 6: Has the way we catch and punish criminals improved that much in the last 100 years? 7: Unit Checkout – Is punishment an effective way to control crime?</p> <p> Links to Class Text (Holes).</p>	<p><u>Victorian Britain - The Industrial Revolution</u></p> <p>What advantages and disadvantages did the Industrial Revolution have for working class people?</p> <p>1: What were the main features of Victorian society? 2: What were living and working conditions like during the Industrial Revolution? 3: How successful were political acts at making Victorian Britain fairer? 4: What was it like for children working during the Industrial Revolution? 5: How did the Industrial Revolution change Feltham? 6: Unit Checkout - What advantages and disadvantages did the Industrial Revolution have for working class people?</p> <p> Links to Class Text (Street Child).</p>	<p><u>Twentieth Century Conflict</u></p> <p>Could the Second World War have been avoided?</p> <p>1: What were the different causes of the First World War? 2: Why were so many lives lost on the Western Front? 3: Was the Treaty of Versailles fair? 4: How did Hitler rise to power? 5: What caused the Second World War? 6: Unit Checkout - Could the Second World War have been avoided?</p> <p> Link to Class Text (Goodnight Mister Tom) and Art (Textiles – Waistcoats).</p> <p> Cap-a-Pie’s Operation Walker.</p>
<p>Geography</p>	<p><u>Population</u></p> <p>‘Population increase is one of the greatest risks to the planet.’ Do you agree?</p> <p>1: Where do people live around the world? 2: How and why has population changed? 3: What are the challenges of an ageing population? 4: How is a population pyramid created? 5: What are the best ways to feed the planet? 6: Unit Checkout – ‘Population increase is one of the greatest risks to the planet.’ Do you agree?</p> <p> Link to Class Text (On the Origin and Species) and Science (Evolution and Inheritance).</p>	<p><u>Local fieldwork</u></p> <p>What does your fieldwork show?</p> <p>1: Why do geographers do fieldwork? 2: What tools do geographers use for fieldwork? 3: How do geographers collect and present data? 4: Designing tools for fieldwork 5: Conducting fieldwork 6: Unit Checkout – What does your fieldwork show?</p>	<p><u>Globalisation</u></p> <p>‘Globalisation has made the world a better place.’ How much do you agree?</p> <p>1: What is globalisation? 2: How has technology changed the way we communicate? 3: How does globalisation affect trade? 4: What are the costs of fast fashion? 5: Why do a few companies control most of the world’s food? 6: Unit Checkout – ‘Globalisation has made the world a better place.’ How much do you agree?</p> <p> Link to Barcelona International Trip.</p>

<p>Computing</p>	<p><u>Computer Systems and Networks – Artificial Intelligence</u></p> <p>1: What is AI? 2: AI and Text 3: AI through Images 4: Coding AI 5: Ethics and AI 6: E-Safety L1 – Life Online</p> <p><u>Data Handling – Big Data</u></p> <p>1: Barcodes 2: Transmitting Data 3: RFID 4: Using RFID 5: Transport Data 6: E-Safety L2 – Sharing Online</p>	<p><u>Programming – Intro to Python</u></p> <p>1: Tinkering with Logo 2: Nested Loops 3: Using Python 4: Using Loops in Python 5: Coding Mondrian 6: E-Safety L3 – Creating a Positive Reputation Online</p>	<p><u>E-Safety</u></p> <p>1: L4 – Capturing Evidence 2: L5 – Password Protection 3: L6 – Think Before you Click</p> <p> Links to PSHE (Keeping Safe).</p> <p><u>Inventing a Product</u></p> <p>1: Invention Design 2: Coding and Debugging 3: Computer Aided Design 4: My Product’s Website 5: Video Advert</p> <p> Link to DT (Electrical Systems) and Science (Electricity).</p>
<p>PSHE</p>	<p><u>Me and My Relationships</u></p> <p>1: Working together (<i>Demonstrate a collaborative approach to a task</i>) 2: Let’s negotiate (<i>Explain what is meant by the terms 'negotiation' and 'compromise'</i>) 3: Solve the friendship problem (<i>Recognise some of the challenges that arise from friendships</i>) 4: Dan’s day (<i>Describe the consequences of reacting to others in a positive or negative way</i>) 5: Behave yourself (<i>Recognise and empathise with patterns of behaviour in peer-group dynamics</i>) 6: Assertiveness skills (<i>List some assertive behaviours</i>) 7: Don’t force me (<i>Describe ways in which people show their commitment to each other</i>) 8: Acting appropriately (<i>Recognise that some types of physical contact can produce strong negative feelings</i>) 9: It’s a puzzle (<i>Identify strategies for keeping personal information safe online</i>)</p> <p><u>Valuing Difference</u></p> <p>1: Democracy in Britain (<i>to know that United Kingdom is a democratic country</i>) 2: Ok to be different (<i>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences</i>) 3: We have more in common than not (<i>Know that all people are unique but that we have far more in common</i>)</p>	<p><u>Keeping Safe</u></p> <p>1: Boys will be boys – challenging gender stereotypes (<i>Define what is meant by the term stereotype</i>) 2: Think before you click! (<i>Accept that responsible behaviour is necessary when interacting with others</i>) 3: To share or not to share? (<i>Know that it is illegal to create and share sexual images of children under 18 years old</i>) 4: What sort of drug is? (<i>understand what are drug norms and what are risks</i>) 5: Drugs: It’s the law! (<i>Understand some basic laws in relation to drugs</i>) 6: Alcohol: what is normal? (<i>Describe some of the effects and risks of drinking alcohol</i>)</p> <p> Links to the Class Text (Street Child).</p> <p> Visit to Safety Works.</p> <p><u>Rights and Respects</u></p> <p>1: What’s it worth? (<i>explain the benefits of saving money</i>) 2: Happy shoppers, caring for the environment (<i>what is meant by living in an environmentally sustainable way</i>) 3-6: Mindfulness (<i>understand different mindfulness techniques that can support manage worries – pre-SATs</i>)</p>	<p><u>Being my Best</u></p> <p>1: Fakebook friends (<i>Know the legal age for having a social media account</i>) 2: This will be your life! (<i>Identify aspirational goals</i>) 3: Our recommendations (<i>resent information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</i>) 4: What’s the risk? (<i>Recognise what risk is</i>) 5: What’s the risk? (2) (<i>Recognise what risk is</i>) 6: Basic first aid, including sepsis awareness</p> <p><u>Growing and Changing</u></p> <p>1: Five ways to wellbeing project (<i>Explain what the five ways to wellbeing are</i>) 2: I look great (<i>Understand that fame can be short-lived</i>) 3: Media manipulation (<i>Define what is meant by the term stereotype</i>) 4: Pressure online (<i>Understand the risks of sharing images online and how these are hard to control, once shared</i>) 5: Helpful or unhelpful? Managing change (<i>Recognise some of the changes they have experienced and their emotional responses to those changes</i>) 6: Is this normal? (<i>Suggest strategies that would help someone who felt challenged by the changes in puberty</i>) 7: Making babies (<i>Identify the changes that happen through puberty to allow sexual reproduction to occur</i>)</p>

	<p><i>with each other than what is different about us)</i></p> <p>4: Respecting differences (<i>Demonstrate ways of showing respect to others, using verbal and non-verbal communication</i>)</p> <p>5: Tolerance and respect for others (<i>Understand and explain the term prejudice</i>)</p> <p>6: Advertising friendships! (<i>Explain the difference between a friend and an acquaintance</i>)</p>	 Links to Class Text (The Island) and Art (Drawing – Making my Voice Heard).	
Art	<p><u>Craft and Design – Photo Opportunity</u></p> <p>1: Photomontage 2: Macro photography 3: Digital art 4: Recreating paintings 5: Photorealistic self-portraits 1-5: Unit Checkout – Knowledge Catcher</p>	<p><u>Drawing - Make my Voice Heard</u></p> <p>1: Experimental mark making 2: Symbolic imagery 3: Chiaroscuro 4: Street art 5: Powerful imagery 1-5: Unit Checkout – Knowledge Catcher</p>  Links to Class Text (The Island) and PSHE (Rights and Respects).	<p><u>Sculpture and 3D – Making Memories</u></p> <p>1: Exploring self 2: Relief sculptures 3: Memory museum 4: Memory sculpture 5: Complete and reflect 5: Unit Checkout – Knowledge Catcher</p>  Link to Barcelona International Trip.
Design and Technology	<p><u>Textiles - Waistcoats</u></p> <p>1: Waistcoat design 2: Preparing fabric 3: Assembling my waistcoat 4: Decorating my waistcoat 1-4: Unit Checkout – Knowledge Catcher</p>  Link/ Pre-made for Class Text (Goodnight Mister Tom) and History (Twentieth Century Conflict).	<p><u>Cooking and Nutrition – Come Dine with Me</u></p> <p>1: Stir fry 2: Biryani 3: Fajitas 4: Tomato and egg bake 5: Chinese chicken curry</p>  Delivered as part of The Little Chef Project.	<p><u>Electrical Systems - Steady Hand Game</u></p> <p>1: Developing through play 2: Game plan 3: Base building 4: Electronics and assembly 1-4: Unit Checkout - Knowledge Catcher.</p>  Links to Science (Electricity).
<p>Music</p>  <p>Our Music curriculum is not linked across the curriculum as it often leads to fragmented musical learning.</p>	<p><u>Hey Mr Miller</u></p> <p>1: Introduction and begin learning Hey, Mr Miller 2: Learn Section 3 Hey, Mr Miller and find out about swing music. 3: Progression snapshot 1. Make a video recording of children singing. 4: Learn about scat singing and swing rhythms with Ella Fitzgerald and Duke Ellington. 5: Improvise syncopated melodies using notes of the C major scale. 6: Sing and play a class arrangement with a good sense of ensemble.</p> <p><u>Shadows</u></p> <p>1: Who is Lindsey Stirling?</p>	<p><u>Dona nobis pacem</u></p> <p>1: Find out about texture, sing scales and arpeggios, and learn Section 3 of Dona nobis pacem. 2: Practise Section 3 and learn Section 2 of the round. Compare music with different textures. 3: Progression snapshot 2. Make a video recording of children singing. 4: Learn Section 1 of the round, play a notation game, find out about sacred music in Latin. 5: Practise singing different sections of the music together. Compose Part 1. 6: Put the round together. Compose Part 2.</p> <p><u>You to me are Everything</u></p> <p>1: Getting to know the music.</p>	<p><u>2Race</u></p> <p>1: Accompaniment. 2: Extended melody. 3: Full soundtrack.</p> <p><u>Ukulele instruction with Perri</u></p> <p>1-6: Lessons to follow Newcastle Music Service Piccolo programme.</p>  Delivered by 'Perri' at Newcastle Music Service. <p><u>Exploring identity through song</u></p> <p>1: Smalltown boy – LGBTQ+ themes, exploring different vocal registers and voice change. 2: Say my name – #SayHerName movement, exploring</p>

	<p>2: Who is Tokio Myers? 3: Create a response to music using shadows.</p> <p style="text-align: center;"><u>Protest Songs</u></p> <p>1: Protest words. 2: Protest song. 3: Protest!</p>	<p>2: Compare cover versions – part 1. 3: Compare cover versions – part 2.</p> <p style="text-align: center;"><u>Twinkle Variations</u></p> <p>Lesson 1: Twinkle on body percussion. Lesson 2: Twinkle on instruments. Lesson 3: Twinkle improvisation.</p>	<p>internal rhymes in song lyrics. 3: Chosen family – anthemic songs and collective identity.</p>
Religious Education	<p><u>Why does religion look different around the world? (Part 1)</u></p> <p>1: Introductory lesson: Respectful R&W – What words can be used to describe God? 2: How do some religions believe in the same God? 3: How might a Jewish person observe Shabbat? 4: Why is Friday night dinner different? 5: What can a head covering tell us about identity? 6: Why might someone want to cover their hair? 6: Unit Checkout – Knowledge Catcher. Why does religion look different around the world? (Part 1)</p> <p><u>Why does religion look different around the world? (Part 2)</u></p> <p>1: How can God be linked to a place? 2: What can it be like as a Hindu in the UK? 3: What does being Sikh mean to different people? 4: Why are festivals of light important in different worldviews? 5: How do some Buddhists practise beliefs in their daily lives? 6: Do all Buddhists practise in the same way? 6: Unit Checkout - Knowledge Catcher. Why does religion look different around the world? (Part 2)</p>	<p><u>Why is it better to be there in person?</u></p> <p>1: What can make a space significant? People, place or practice? 2: Why might a Jewish person want to visit Jerusalem? 3: Why is Jerusalem significant to some Muslim people? 4: How can shared challenge bring people together? 5: Are all journeys pilgrimages? 6: Why is it better to be there in person? 6: Unit Checkout – Knowledge Catcher. Why is it better to be there in person?</p> <p><u>Why is there suffering? (Part 1)</u></p> <p>1: How do people suffer? 2: What is free will? 3: Why do we cause suffering? 4: Does being good always mean less suffering? 5: If God is all-powerful, can suffering not be stopped? 6: How might beliefs about Jesus affect responses to suffering? 6: Unit Checkout – Knowledge Catcher. Why is there suffering? (Part 1)</p>	<p><u>Why is there suffering? (Part 2)</u></p> <p>1: What can suffering teach us about happiness? 2: What can cause suffering? 3: How do some people overcome suffering? 4: How can Hukam help in difficult times? 5: Who is the best at helping? 6: How can beliefs affect our understanding of suffering? 6: Unit Checkout – Knowledge Catcher. Why is there suffering? (Part 2)</p> <p><u>What place does Religion have in our world today?</u></p> <p>1: What is my worldview? 2: What can we find out about religion in the UK from census data? 3: What can buildings tell us about religion in the UK? 4: Where and why do religions spread? 5: What is freedom of religion or belief? 6: Why should we learn about religions and worldviews? 6: Unit Checkout – Knowledge Catcher. What place does Religion have in our world today?</p>
Physical Education	<p><u>Autumn 1 – Invasion Games: Tag-Rugby and Swimming</u></p> <p>Invasion Games - Tag-Rugby: 1: To create attacking continuity by supporting the player with the ball. 2: To use set plays in attack to create space for the ball carrier. 3: To develop the 3-step rule, compare and contrasting to</p>	<p><u>Spring 1 – Gymnastics and Striking and Fielding: Cricket</u></p> <p>Gymnastics – Unit 1: 1: To use controlled flight onto high apparatus. 2: What a base and a flyer are in partner balances and learning to perform both roles. 3: To perform more advanced partner balances and evaluate others' work</p>	<p><u>Summer 1 – Striking and Fielding: Rounders and Net and Wall Games: Badminton</u></p> <p>Net and Wall Games – Badminton: 1: The smash shot technique and when it is used 2: To use the smash shot in a doubles game. 3: To hit and drop using the correct technique to outwit an opponent. 4: To develop reaction time to hit shots when close to the</p>

the 3-second pass option
4: To attack the space as a ball carrier to create scoring opportunities.
5: To change from an attacking to a defensive formation when your team loses possession.
6: To observe and analyse our classmate's performance.

 **Year 5 and 6 Invasion Games (Tag-Rugby) competition.**

Swimming:

1-6: Lessons will follow Swim England's Learn to Swim Framework, Stages 1 to 7.

 **Providers from Elswick Swimming Pool.**


Autumn 2 – Invasion Games: Hockey and Dance

Invasion Games - Hockey:


- 1: To shoot under pressure from close range.
- 2: To perform long corner routines as part of a team.
- 3: To use goal-side marking to prevent an attacker from getting closer to the goal.
- 4: To use a banana run to force an oncoming attacker out wide.
- 5: To use a hit-out to successfully restart a game
- 6: Indian dribble and to play competitively using new skills.

Dance – Unit 1:

- 1: The technique of the stag leap and rebound jump.
- 2: To explore relationships through dance and perform partner lifts.
- 3: To compose a dance with a sports theme.
- 4: To choose and use suitable dynamics for our sports dance.
- 5: To link freeze frames to street dance style to create a short movement phrase.
- 6: To perform a Top Rock and Slide Step and perform confidently with a partner.


 **To perform a Dance to Year 5.**

4: To incorporate equipment such as hoops and balls into a sequence.
5: To incorporate musicality and timing into a group sequence.
6: To combine our skills in partner balances and rhythmic gymnastics in a team performance.

 **Delivered by NEPSSS.**

Striking and Fielding - Cricket:


- 1: To create pressure on a batter by using a ring field.
- 2: To track and catch a high ball consistently.
- 3: To perform a short-pitched bowl to get a batter to hit the ball in the air.
- 4: To work in a pair to restrict runs scored when fielding.
- 5: To play an on-drive.
- 6: To set an attacking field.

 **Delivered by Chance to Shine.**

Spring 2 – Gymnastics and Target Games: Dodgeball

Gymnastics – Unit 2:

- 1: To use controlled flight onto high apparatus.
- 2: What a base and a flyer are in partner balances and learning to perform both roles.
- 3: To perform more advanced partner balances and evaluate others' work
- 4: To incorporate equipment such as hoops and balls into a sequence.
- 5: To incorporate musicality and timing into a group sequence.
- 6: To combine our skills in partner balances and rhythmic gymnastics in a team performance.

 **Record and evaluate performances using the iPads.**


Target Games - Dodgeball:

- 1: To improve accuracy, aiming at different body parts.
- 2: To use the parry catch.
- 3: To use a leap and dive when dodging.
- 4: To use defensive formations as a team to block.

net.
5: To communicate with a doubles partner to make sure court positioning is correct.
6: To use defensive formations in a doubles game to prevent opponents from scoring points.

Striking and Fielding - Rounders:


- 1: Attacking tactical bowling to make it more difficult for the batter to hit.
- 2: To track and catch a hit ball.
- 3: The difference between attacking and defensive batting.
- 4: To work in a pair in a field to restrict scoring.
- 5: To apply tactics when running around bases to avoid overtakes.
- 6: To apply attacking and defensive tactics in a competitive situation.

 **KS2 Rounders Festival.**

Summer 2 – Athletics and Outdoor Adventurous Activities (OAA)




Athletics:

- 1: Sprint start technique to increase our running speed.
- 2: The three phrases of triple jump.
- 3: The heave throw technique and what it is used for.
- 4: To assess our own ability to play our role in paralauff.
- 5: The scissor jump technique and when it would be used in athletics.
- 6: To record and relay results over a range of track and field events.

 **Sports Day.**

Outdoor Adventurous Activities:

- 1: To work with a partner to successfully orient and follow a map.
- 2: To identify objects for a scavenger hunt from a written description.
- 3: To safely perform a pyramid balance in a small group.
- 4: To work efficiently as part of a team to complete a range of tasks.
- 5: To create a fun and challenging game for others to complete.
- 6: To listen to others to refine and adapt ideas to complete a

		<p>5: How to be the last person standing. 6: To use the multiplayer rule in a game.</p> <p> Year 6 Dodgeball Competition.</p>	<p>complex task.</p> <p> Orienteering trip for all (linked to Geography).</p> <p> Throughout the year, different groups of children will take part in West End Trust and School Games competitions.</p> <p> Additional Swimming in Summer 2 for a Target Group.</p>
<p>British Sign Language</p> <p></p> <p>Our BSL curriculum is under development to meet the needs of our HIARP context.</p>	<p><u>Describe a House (Adjectives)</u></p> <p>1: Kitchen 2: Living Room 3: Bedroom 4: Bathroom 5: Dining Room</p> <p><u>Giving Directions and using Prepositions</u></p> <p>1: Give directions around a house 2: Describe where a room is in relation to others. 3: Describe the objects in a room. 4: Describe where an object is in relation to others. 5: Describe an object related to others on a picture.</p> <p> Links to SPaG.</p>	<p><u>Compare Newcastle and Barcelona</u></p> <p>1: Talk about places. 2: Describe Newcastle. 3: Describe Barcelona. 4: Say that things are the same. 5: Say that things are different.</p> <p><u>Talk about a Holiday</u></p> <p>1: Country names. 2: Transport 3: Weather 4: Accommodation 5: Things to see</p> <p> School International Trip (Barcelona) and Geography.</p>	<p><u>Assessment:</u></p> <p>1: Talk about a holiday you've been on. 2: My dream holiday 3-4: Deaf role model – Gerry Hughes 5-7: Assessment.</p> <p><u>Directions:</u></p> <p>1: Buildings 2: Directions 3: Give directions 4: Ask for directions.</p> <p> School International Trip (Barcelona) and Geography.</p>