Broadwood Primary School
Year 6
Yearly Overview

	Autumn Term	Spring Term	Summer Term
English (Texts)	**Holes** **Information texts on Crime and Punishment** **Atlases** Curriculum coverage: Fiction: Story structure – stories within stories Styles of narrative via varying narrators Flashbacks and revelations Dilemmas Character's that challenge stereotypes Character and relationships Humour in unusual settings Different episodes in different settings. At end of text children formulate response (to be revisited at end of Term 3 narrative text) Non-fiction: Appropriate style and form of writing: tracing paper technique over the top of a map. Contrast crime and punishment across two countries. Non-chronological report features: presentation regarding evolution Information text on crime and punishment through time (double page spread with flaps).	**The Island** **Report writing: Refugee Crisis** **The Raven by Edgar Allen Poe (poetry)** Curriculum coverage: Fiction: Making judgements How the author conveys mood Were dilemmas solved satisfactorily Stereotypes Dialogues explains plot and shows characters and relationships Imagery and metaphor – personification Non-Fiction: Role playing: POV Structure of arguments How persuasive arguments are constructed: construct effective persuasive arguments: language, develop points, supporting illustrations, anticipating objections, harnessing views of audience, subjunctive mode in presentations (wish, suggest). Debating and turn taking Awareness of the validity of other people's points of view	**The Girl who Speaks Bear** **North of England Institute of Mining and Mechanical Engineers Nicholas Wood Memorial Library Mining poems and songs** **The Keel Row – traditional song** **Biography – Faraday, Tesla, Edison, Franklin** Curriculum Coverage: Fiction: Compare and contrast settings, punishment, good v evil and how they are portrayed. Use of language to influence view of a place or situation. Reader response to a text – which do they prefer. Persuasive writing – persuade a person to read one of these novels studied this year who has not read it. Imagery and metaphor – personification Vary pitch, pace and volume Use actions sound effects, musical patterns, images and dramatic interpretation, using ICT. Non-Fiction: Distinguish: biography v autobiography Develop skills of writing biography writing in role, biography account based on research Describing person from a different perspective eg,. Police report, school report, C.V. for job application
Science Knowledge and Skills	**Evolution and inheritance** Know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Know 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	**Living things and their habitats** 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	**Electricity** 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 in a diagram

	Animals including humans Describe the composition of blood and the functions of its components Describe how our body cares for the health of our blood Explain the importance of bacteria for our health **Skills** Plan different types of scientific enquiries to answer questions, Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Record data and results of increasing complexity Identify scientific evidence that has been used to support or refute ideas or arguments	**Looking after our environment** **Children explore: the core concepts – 'so what the climate is, how it changes, the difference between a man-made and natural environment and where different types of animals live'.** **The lessons have been written in sequence and are designed to challenge children to recall the knowledge and skills they have covered in the previous lesson(s).** **Skills** Record data and results of increasing complexity Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments	**Light** Know that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them **Skills** Plan different types of scientific enquiries to answer questions Take measurements, using a range of scientific equipment, with increasing accuracy and precision Record data and results of increasing complexity Report and present findings from enquiries Use test results to make predictions to set up further comparative and fair tests Identify scientific evidence that has been used to support or refute ideas or arguments
History	**Crime and Punishment** How were criminals punished 800 years ago, and how do we know? What does the legend of Robin Hood tell us about medieval justice? How did crimes and punishments change between 1500 and 1750? Why did punishments become so bloody in the 18th century? Why did so much change happen in the 19th century? Has the way we catch and punish criminals improved that much in the last 100 years?	**Victorians** What were the main changes that took place during this time and who were the most important people responsible? What were the effects of changes in industry, especially factories? How did town life compare to life in the countryside at this time? What were the main changes in transport and what effects did they have on the lives of rich and poor? How was going to school different for rich and poor? Were the Victorian times a Dark Age or a Golden Age? Focus Interpretations	**Local Study** How has Newcastle helped change the world? And others as developed by the children.
Geography	**Population** 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?	**Globalisation** 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?	**Local fieldwork** 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

ICT Knowledge and Skills	**Computing systems and networks – Communication** **Creative Media - 3D modelling** Design, write and debug programs Understand computer networks Use search technologies effectively Select, use and combine a variety of software on a range of digital devices Identify the potential of unfamiliar technology to increase their creativity. Talk about audience, atmosphere and structure when planning a particular outcome. Be digitally discerning when evaluating the effectiveness of their work and the work of others Explain why they have selected a tool for a specific purpose **E-Safety - *Be internet Legends Lesson*** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Creating Media – Web page creation** **Data and information – Spreadsheets** Use search technologies effectively Select, use, and combine a variety of software (including internet services) on a range of digital devices Check the data they have collected for accuracy and plausibility Use a spreadsheet and database to collect and record data Add and create formulas on spreadsheets Interpret the data they collect Present their data in an appropriate and organised way. Interrogate a database Be digitally discerning when evaluating the effectiveness of their work and the work of others **Digital Wellbeing** What is Digital Wellbeing? Creating our own healthy digital habits. Combine a range of media, recognising the contribution of each to achieve a particular outcome	**Programming – Variable in games** **Sensing** Design, write and debug programs that accomplish specific goals Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors Select, use and combine a variety of software (including internet services) on a range of digital devices Understands what a variable and conditional is Read, design and write a simple program using a variable and a conditional Work collaboratively to plan and run a program incorporating a variable and conditional Experiment and debug a program using a variable and a conditional statement to improve the quality and simplicity Create my own program to solve a problem, incorporating a variable and conditional Use abstraction to tinker and debug their program to make it as simple and effective as possible Read, design and write a program using a variable to achieve a required output
PSHE Knowledge and Skills	**Me and My Relationships** Working together *(Demonstrate a collaborative approach to a task)* Let's negotiate *(Explain what is meant by the terms 'negotiation' and 'compromise')* Solve the friendship problem *(Recognise some of the challenges that arise from friendships)* Assertiveness skills *(List some assertive behaviours)* Behave yourself *(Recognise and empathise with patterns of behaviour in peer-group dynamics)* Dan's day *(Describe the consequences of reacting to others in a positive or negative way)* Don't force me *(Describe ways in which people show their commitment to each other)* Acting appropriately *(Recognise that some types of physical contact can produce strong negative feelings)* It's a puzzle *(Identify strategies for keeping personal information safe online)* **Valuing Difference** Ok to be different *(Recognise that bullying and*	**Keeping Myself Safe** Think before you click! *(Accept that responsible behaviour is necessary when interacting with others)* Traffic lights *(Identify strategies for keeping personal information safe online)* To share or not to share? *(Know that it is illegal to create and share sexual images of children under 18 years old)* Rat park *(Define what is meant by addiction, have an understanding that addiction is a form of behaviour)* What sort of drug is...? *(Demonstrate an understanding that drugs can have both medical and non-medical uses)* *Drugs: It's the law! (Understand some basic laws in relation to drugs)* Alcohol: what is normal? (*Describe some of the effects and risks of drinking alcohol)* Joe's story *(Understand humans have basic emotional needs and explain some ways these needs can be met - Understand and give examples of conflicting emotions)* **Rights and Responsibilities** Two sides to every story *(Define the terms 'fact',*	**Being my Best** Five ways to wellbeing project (Explain what the five ways to wellbeing are) This will be your life! *(Identify aspirational goals)* Our recommendations *(resent information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.)* What's the risk? *(Recognise what risk is)* What's the risk? (2) *(Recognise what risk is)* Basic first aid, including sepsis awareness **Growing and Changing** Helpful or unhelpful? Managing change *(Recognise some of the changes they have experienced and their emotional responses to those changes)* I look great *(Understand that fame can be short-lived)* Media manipulation *(Define what is meant by the term stereotype)* Pressure online *(Understand the risks of sharing images*

	discriminatory behaviour can result from disrespect of people's differences) We have more in common than not *(Know that all people are unique but that we have far more in common with each other than what is different about us)* Respecting differences *(Demonstrate ways of showing respect to others, using verbal and non-verbal communication)* Tolerance and respect for others *(Understand and explain the term prejudice)* Advertising friendships! *(Explain the difference between a friend and an acquaintance)* Boys will be boys – challenging gender stereotypes *(Define what is meant by the term stereotype)*	*'opinion', 'biased' and 'unbiased', explaining the differences)* Fakebook friends *(Know the legal age for having a social media account)* What's it worth? *(Describe different ways money can be saved, outlining the pros and cons of each method)* Jobs and taxes *(Recognise and explain that different jobs have levels of pay and the factors that influence this)* Action stations! *(Explain what we mean by the terms voluntary, community and pressure (action) group)* Project Pitch *(Environmental pitch)* Happy shoppers *(Explain what is meant by living in an environmentally sustainable way)* Democracy in Britain – Elections *(Democracy -Rule of Law)*	*online and how these are hard to control, once shared)* *Is this normal? (Suggest strategies that would help someone who felt challenged by the changes in puberty)* Dear Ash *(Explain the difference between a safe and an unsafe secret)* Making babies *(Identify the changes that happen through puberty to allow sexual reproduction to occur)*
Art Knowledge and Skills	**Soap Sculpture** – inspired by Barbara Hepworth (nature and relationships) Address morals of society by her art Design 3D objects using nature as inspiration Form curved & straight sided blocks Cut and model soap to required shape & texture Recognise sculptural forms in the environment: furniture, buildings, etc Become aware of the effect of time, environment, etc. upon sculptures Create mood through shape, form, and texture Use digital and video cameras to record own work. Perform simple functions (e.g crop) when editing photographs in photo editing software Use a sketchbook to store information on colour mixing, brush marks, etc. Start to develop own style using explorations and experimentations from sketch book. Work in mixed media Process, adapt and change ideas for end pieces. Create work in the style of a well-known artist (not copying) Capture colour, tone, texture, light and shadow in artwork Create humour in a design Discuss and evaluate work and discuss the work of others Express likes and dislikes, forming a personal response	**Islamic art** – mosaics/collage/Arabic lettering (part of Islam and fairness) Become experienced in elements – line, tone, pattern, texture, etc Colour mix with colour pencils and use a wide tonal range within work Use a viewfinder to focus on small areas Mix paint colours to match subtle colours of someone or something Replicate patterns, colours and textures from the style of other pieces Create a mosaic picture	**Pitmen Painters** and other similar works (LS Lowry) Become experienced in elements – line, tone, pattern, texture, etc Colour mix with colour pencils, chalks, pastels and use a wide tonal range within work Use a viewfinder to focus on small areas Use multi-point perspective Mix paint colours to match subtle colour of someone or something Replicate patterns, colours and textures from the style of another well-known artist Use perspective in compositions Interpret a portrait painting in collage, using appropriate materials Create a portrait using appropriate materials to show character and feeling
Design and Technology Knowledge and	**Cookery** Communicate their ideas through discussion, Select from and use a wider range of tools and equipment to perform practical tasks	**Project on a Page** Design and describe in detail: Purpose of product; features that will appeal to intended users. Carry out research (eg. Surveys, questionnaires, interviews, web-	**Project on a Page** Develop detailed design specification to guide thinking and planning. Use annotated sketches, cross-sectional drawings & exploded diagrams. Make informed and realistic design

Skills	Evaluate their ideas and products against their own design criteria	based resources) to identify users' needs, wants and preferences Confidently identify strengths and areas for development as Y4 Critically evaluate the quality of their design, manufacture and fitness for purpose of the product, evaluating against original design specification. Investigate and analyse products as for Y5 plus: How innovative are they? How sustainable are the materials? What impact do they have beyond their intended purpose?	decisions based on: Availability of resources; needs of the user; time and cost constraints. based on: Availability of resources; needs of the user; time and cost constraints Recognise several designers, manufacturers and engineers who have been influential in the design and technology industries.
Music Knowledge and Skills	**Happy!** Pop/Neo Soul **Classroom Jazz 2** **Ukulele lessons** Bacharach and Blues Listen and Appraise the two main tunes and other supporting tunes Musical Activities - learn about the interrelated dimensions of music through 1. Playing instruments and 2. Improvising Perform and share	**A New Year Carol** **You've got a friend** 70s Ballad/Pop Listen and Appraise: 1. A New Year Carol, You've Got A Friend and other songs by Carole King Know the interrelated dimensions of music through: 1. Games 2. Singing Perform and Share Listen and Appraise the song Musical Activities - build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games b. Flexible Games c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose	**Music and Identity** Hip Hop, Classical, Electronic, Soul, Contemporary **Reflect, Rewind, Replay** Classical - listen to a selection of music Inspirational Women in the Music Industry Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Games (Warm-up Games and Flexible Games) b. Singing c. Playing Instruments (classroom and or band instruments) d. Improvisation e. Composition **Performing** Rap, Sing solo, in unison and in harmony Convey feelings Play melody on tune instrument
Religious Education Knowledge and Skills	**God as Spirit** That religious people believe that through their encounter with and experience of God they 'know' what God is like Know that Christians think of God as spirit who reveals his/herself in the world; understand that believers respond to the spirit of God in the way they live their lives; know that Muslims have 99 beautiful names which describe Allah's nature/character; reflect on the nature and expressions of faith; reflect on their own beliefs, motivations and understanding of God. **God** – God as a life changer. Understanding spirit. Developing morals **The Importance of Worship** that worship and prayer are important elements of private devotional life and public expressions of faith for religious believers **Christmas** – What Muslims believe about Christmas.	**Islam: The Qur'an** that the Qur'an is the sacred text of Islam which contains guidance for living that Muslims seek to follow **Self** – Developing morals. **The Bible** - Comparison to the Qur'an **Easter** – What Muslims believe about Easter. Describe how and why the Qur'an is treated in a special way by Muslims; draft and address questions for a Muslim about the influence of the Qur'an on their lives; explain the connection between the Qur'an and Muslim beliefs about Allah and guidance; describe and explain one of the main messages of the Qur'an. **Islam: The Five Pillars** that there are some key beliefs in Islam which have a profound effect on how Muslims live their lives	**Islam: The Role of the Mosque** that mosques fulfil a number of important functions and play a key role in the life of Muslim communities **Concept Progression: God** – Developing morals. Describe, using the correct terms, some of the key beliefs of Islam and show understanding of how these are expressed in worship and in the wider life of the community which centres on the mosque; show understanding of what is involved in belonging to Islam; show understanding of how religious beliefs can be expressed in a variety of ways, including in art and architecture; identify aspects of their own experience of belonging to a community and make connections with religious communities.

	Islam: Muhammad that Muhammad had a life changing encounter with God which has had an impact and influence on the lives of Muslims since Understand why Muhammad is important to Muslims; know that Muhammad is regarded as a model for all Muslims to follow; describe the different stories about Muhammad that teach Muslims about how to carry out Allah's will in their daily lives; identify people in their own lives who are role models; recognise other influences on their behaviour and views.	Retell the story of the origins of the Qur'an, and understand the role and significance of the final messenger, the prophet Muhammad; understand and recount what is involved in salah.	
Physical Education Knowledge and Skills	**Outdoor Adventure Activities** Use non-verbal communication to solve problems. Work as a team/partner and navigate through obstacles whilst blindfolded. Give clear instructions Stay focused Find solutions to challenges Navigate using a map Work against the clock. Communicate positively with other members of a team. **Athletics** Change pace, combine sprinting and hurdling. Throw with accuracy, power and control, using the pull technique. Throw after a run with increasing control and over long distances. Jumping using techniques for triple jump, high jump and standing vertical jump Combine sprinting with hurdling Transfer a relay baton efficiently as part of a team	**Invasion Games Skills** Dodge Be aware of environment and others. Receive ball sideways. Use full width of pitch Defend 1 on 1 Make diagonal runs to confuse defenders. **Health Related Fitness** Sustain pace for a period of time Motivate to do best Show determination and perseverance Perform a variety of exercises demonstrating good technique Show a desire to improve Prepare properly for exercise Communicate with others and agree what to do as a group Work as part of a group to set up a circuit of exercises	**Swimming** To swim with water confidence Entering a pool safely Floating Swim 25 meters **Leadership** Recognise when the teams are unfair Sort teams quickly and efficiently Arrange tasks to involve everyone Suggest ways to manage inappropriate behaviour Lead a warm up Work with others Encourage team mates
Modern Foreign Languages Knowledge and Skills	**Months, Dates, Christmas & Birthdays** Use basic greetings Know days, months and seasons Know numbers 1 – 31 Ask and answer 'What date is it today?' Know how to ask for and say your birthday Sing Happy Birthday in Spanish Listen and follow a video clip with unfamiliar vocabulary Know some typical exclamations in Spanish Use language of days, dates, and celebrations to make a birthday party invitation	**Shapes, Prepositions, Body & Face** Know names for key shapes Combine colour and other adjectives with shapes Describe where things are in a picture Create own picture and description Know the nouns for parts of the face and body Combine adjectives and nouns to describe faces **Speaking** Continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps.	**Family** Know nouns for family members Use the alphabet to spell names Know the alphabet Ask and answer 'Do you have?' 'What is s/ he called?' and 'How do you spell that?' Know adjectives for describing hair & eyes Use language for describing hair & eyes Use language to describe his/her hair and eyes Listen and follow a story Re-tell the story with actions

	Know about a typical celebratory custom from Mexico Revise Christmas vocabulary and song **Speaking** Be able to give a simple opinion in spoken form with natural fluency and quick recall **Listening** Appreciate familiar stories and songs **Reading** Improve and develop reading skills by tackling and understanding longer written text **Writing** Use a dictionary to check spelling and meaning of new language to be used in their writing Encourage to create written sentences using 1st & possibly 3rd person. Examples: 'He is called...', 'she is called...', 'they are called...' etc. **Grammar** To learn how to use conjunctions / connectives, improving sentence structure and length by using simple conjunctions like “and” and “but”	**Listening** Understand much more of what they hear **Reading** Improve and develop reading skills further by tackling and understanding longer passages of written text **Writing** Write a short text or email applying their knowledge of correct word order Ensure grammatical accuracy and awareness in written work Children write about themselves in more detail using full sentences. Recycle previous knowledge and build on this using new vocabulary **Grammar** To understand better the use of the negative form - how to change something from the positive into the negative. I have, I don’t have. In my pencil there is. In my pencil case there is not	**Speaking** Ask and answer questions speaking in sentences Describe people, places, things and actions orally **Listening** Listen attentively and show understanding by joining in and responding Link the spelling, sound and meaning of words **Reading** Read and show understanding of words, phrases and simple texts Appreciate stories, songs, poems and rhymes Read aloud with accurate pronunciation **Writing:** Write words and phrases from memory Adapt phrases to create new sentences Describe people, places, things and actions in writing **Grammar:** Gender of nouns - definite and indefinite articles Singular and plural forms of nouns Adjectives (place and agreement) Conjugation of key verbs (and making verbs negative)