

# Curriculum Overview 2017 – 2018

## Year 6



|                       | <b>Autumn</b>   | <b>Spring</b>   | <b>Summer</b>  |
|-----------------------|---|---|--|
| <b>Topic name</b>     | Were the Tudors Truly Terrible?   | Could Mankind Become Extinct?   | Inspiration v Perspiration   |
| <b>Starting point</b> | Mystery Tudor artefact  | Teacher in Role 'visit from Charles Darwin to present theory  | Visitor – local person to talk about what inspired them  |
| <b>Science</b>        | Light and Electricity<br>Switched on Science Units 4 and 5  | Adaptation leads to evolution<br>Classifying Plants and Animals<br>Switched on Science Units 3 and 1  | Animals and other Humans<br>Switched on Science Unit 2   |
| <b>Computing</b>      | <i>Safety: 6.1 we are online safety ambassadors<br/>6.3 we are safe social networkers<br/>6.6 we are safe gaming experts (anti-bullying week)<br/>6.4 we are network technicians (research)</i> | 6.3 we are advertisers (TV appeal to sponsor endangered animal)<br>6.2 we are computational thinkers (data handling about endangered animals and species)<br><i>6.4 we are respectful of others</i> | <i>6.2 we will not share inappropriate images<br/>6.5 We are online safety problem solvers</i>   |
| <b>History</b>        | Aspect of British History that extends beyond 1066: Autumn 1- Henry VIII<br>Autumn 2- Elizabeth I   | Controversy when Darwin's theory was first published – lives of significant individuals   | lives of significant individuals<br>Martin Luther King<br>Ghandi<br>Anne Frank<br>Muhammad Ali<br>Mother Theresa<br>Local? Warwick Davies?                                   |
| <b>Geography</b>      | Use maps and atlases to understand conflicts with France, Spain and Rome (Europe)   | Mapping endangered species and habitats<br>Forests of Canada and Grizzly Bear (region of North America)   |  |
| <b>Art</b>            | Drawing and painting – in the style of Holbein<br>Queen Elizabeth I portrait – symbolism  | 3D – clay/Modroc over wire armature<br>Endangered animal  | Print-making and Textiles<br>Panel for 'Inspiration Quilt' as a gift for Thorpe (print on fabric and embroider)  |
| <b>DT</b>             | Prepare feast for Elizabeth I<br>Compare Tudor food to modern day – health and nutrition  | Trap with trigger (using electric circuit, levers and pulleys) to capture endangered animal for recording   | 'Box of Inspiration' – what will I take with me from Thorpe to my new school?<br>Design and construct box – chose how to represent aspirations and inspiration to put in box |

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| <b>Music</b>         | Learn songs from Tudor era – compare to modern songs                  | Compose music to represent ‘Evolution of Man’ drawing   | Leaver’s performance  |
| <b>PE</b>            | Invasion net/wall games<br>Gymnastics                                 | Dance<br>Invasion Games   | Athletics/OAA<br>Striking and Fielding                                      |
| <b>PSHE</b>          | Conflict resolution?  | Respect beliefs of others?  | SRE   |
| <b>RE</b>            | Times and Seasons<br>Commitment and Belonging                         | God and Creation<br>What do different faiths say about how the world began?<br>Stories of Faith | Religions in our community- how we can build a more respectful Peterborough |
| <b>MfL</b>           | Weather and Seasons<br>Places in the Locality                         | Shops<br>Directions<br>Countries around the world   | Festivals and Celebrations<br>Shapes<br>Alphabet                            |
| <b>Visit/visitor</b> | Burghley House<br>‘Tudor Days’  | Peterborough Museum<br>‘Evidence of Evolution’  | Finborough residential<br>Alternative adventurous activity                  |
| <b>Finale</b>        | Banquet and role play of Queen Elizabeth I<br>visit to Burghley House | Presentation of continued evolution of man<br>‘Wall-E’ as inspiration                           | Box of inspiration to take to new school – share with Y5                    |

\* Please also see SMSC mapping for additional links