



Friars Primary School and Nursery

Year 6 National Curriculum Coverage by subject

Year 6 Connected Curriculum	Autumn 1: The Victorians	Autumn 2: Extreme Weather	Spring 1: Mayans	Spring 2: France	Summer 1 & 2: Transition
Art & Design		<p>Hokusai – The Great Wave</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p>Mayan Art work</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p>	<p>France Architecture</p> <p>Georges Seurat</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>	<p>Self Portraits</p> <p><i>to create sketch books to record their observations and use them to review and revisit ideas</i></p> <p><i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p><i>learn about great artists, architects and designers in history</i></p>
Design & Technology	<p>Victorian Cushions - Textiles</p> <p>Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p>		<p>Mayan Masks</p> <p>Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p><i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i></p> <p>Make - select from and use a wider range of tools and</p>		<p>Cooking</p> <p>Cooking and nutrition - understand and apply the principles of a healthy and varied diet</p> <p><i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i></p> <p><i>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</i></p>



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	<p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate - investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>apply their understanding of computing to program, monitor and control their products.</p>		<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate - investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>apply their understanding of computing to program, monitor and control their products.</p>		
<p>Geography</p>	<p>The British Empire</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key</p>	<p>Climate</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</p>	<p>Mayans</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a</p>	<p>France Study</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key</p>	<p>Isle of Wight Southend Week Transition Visits to School</p> <p>use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>



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	<p><i>physical and human characteristics, countries, and major cities</i></p> <p><i>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</i></p> <p><i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p> <p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>	<p><i>earthquakes, and the water cycle</i></p>	<p><i>region in North or South America</i></p> <p><i>use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p>	<p><i>physical and human characteristics, countries, and major cities</i></p> <p><i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</i></p> <p><i>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> <p><i>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p> <p><i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><i>using a range of methods, including sketch maps, plans and graphs, and digital technologies</i></p>	
History	<p>Victorian Study</p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives</i></p>		<p>Mayan Study</p> <p><i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives</i></p>		<p>Local Study</p> <p><i>Learn about a local history study i.e. a depth study linked to one of the British areas of study listed above, a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066), a study of</i></p>



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	<p><i>within and across the periods they study.</i></p> <p><i>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>Learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 i.e. the changing power of monarchs using case studies such as John, Anne and Victoria, changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century, the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day, a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>		<p><i>within and across the periods they study.</i></p> <p><i>note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i></p> <p><i>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</i></p> <p><i>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</i></p>		<p><i>an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</i></p>
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	<p><i>Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</i></p> <p><i>Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <p><i>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</i></p>				
<p>Continuous throughout the year</p> <p><i>Develop an awareness of the past using common words and phrases related to the passing of time</i></p>					
<p>Science</p>	<p>Forces</p> <p><i>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i></p> <p><i>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</i></p> <p><i>recognise that some mechanisms including</i></p>	<p>Light</p> <p><i>Recognise that light appears to travel in straight lines</i></p> <p><i>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</i></p> <p><i>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</i></p>	<p>Living Things and their Habitats</p> <p><i>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</i></p> <p><i>give reasons for classifying plants and animals based on specific characteristics</i></p>	<p>Animals including Humans</p> <p><i>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</i></p> <p><i>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i></p>	<p>Evolution and Inheritance</p> <p><i>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</i></p> <p><i>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</i></p> <p><i>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</i></p>



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	<p><i>levers, pulleys and gears allow a smaller force to have a greater effect</i></p>	<p><i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</i></p> <p>Electricity</p> <p><i>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</i></p> <p><i>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</i></p> <p><i>use recognised symbols when representing a simple circuit in a diagram</i></p>		<p><i>describe the ways in which nutrients and water are transported within animals, including humans</i></p>	
<p>Continuous throughout the year</p> <p>Working scientifically</p> <p><i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i></p> <p><i>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i></p> <p><i>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i></p> <p><i>using test results to make predictions to set up further comparative and fair tests</i></p> <p><i>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</i></p> <p><i>identifying scientific evidence that has been used to support or refute ideas or arguments</i></p>					



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