Friars Primary School and Nursery
Year 6 - National Curriculum Coverage by Subject – September 2023

Year 6 Connected Curriculum	Autumn 1 & 2		Spring 1	Spring 2	Summer 1 & 2	
	The Victorian Age		**Extreme Earth**	**Mayan Mayhem**	**And now, the end is near, and so I face, the final curtain…..**	
	Learning about the Victorian Age and their impact on our lives		*Learning about the extreme climates found on Planet Earth and how people have overcome them*	*Learning the great historical time of The Mayans and how they lived.*	*Preparing for the transition to secondary school and leaving Friars.*	
Art & Design 	**William Morris** *to create sketch books to record their observations and use them to review and revisit ideas* *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]* *learn about great artists, architects and designers in history*		**Hokusai – The Great Wave** *to create sketch books to record their observations and use them to review and revisit ideas* *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]* *learn about great artists, architects and designers in history*	**Mayan Art work and Masks** *to create sketch books to record their observations and use them to review and revisit ideas* *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]*	**Self Portraits** *to create sketch books to record their observations and use them to review and revisit ideas* *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]* *learn about great artists, architects and designers in history*	
Design & Technology		**Victorian Cushions - Textiles** ***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*		**Cooking** ***Cooking and nutrition*** *- understand and apply the principles of a healthy and varied diet* *prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*		**Cam Toys** **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 generate, develop, model and communicate their ideas through discussion,

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		*generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design* ***Make -*** *select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately* *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* ***Evaluate -*** *investigate and analyse a range of existing products* *evaluate their ideas and products against their own design criteria and consider the views of others to improve their work* *understand how key events and individuals in design and technology have helped shape the world* ***Technical knowledge*** *- apply their understanding of how to strengthen, stiffen and reinforce more complex structures* *apply their understanding of computing to program, monitor and control their products.*		*understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed*		annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 **Evaluate** - investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures apply their understanding of computing to program, monitor and control their products.

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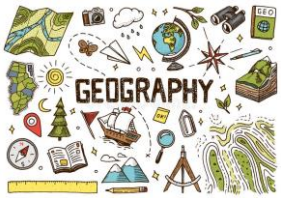
Geography 	**The British Empire** *locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (linked to British Empire)* *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)* *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* *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	**Map work** *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* **Climate** *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes (also flooding)*	**Human and Physical Geography** *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* *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains (linked to Mayans)* *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* *using a range of methods, including sketch maps, plans and graphs, and digital technologies*	**Isle of Wight Southend Week** *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*	
History	**Victorian Study** *develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.* *note connections, contrasts and trends over time and develop the appropriate use of historical terms.* *regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.*		**Mayan Study** *develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.* *note connections, contrasts and trends over time and*		**Local Study** *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 an aspect of history or a site dating from*

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construct informed responses that involve thoughtful selection and organisation of relevant historical information. *understand how our knowledge of the past is constructed from a range of sources.* *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*		*develop the appropriate use of historical terms.* *regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.* *construct informed responses that involve thoughtful selection and organisation of relevant historical information.* *understand how our knowledge of the past is constructed from a range of sources.* *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* *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*		*a period beyond 1066 that is significant in the locality* (Linked to 19th century through WWII development of MoD and the Garrison) <u>Local Walk</u>
Continuous throughout the year *Develop an awareness of the past using common words and phrases related to the passing of time*				

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Science

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

Light

Recognise 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

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

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

Animals including Humans

identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood

recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

describe the ways in which nutrients and water are transported within animals, including humans

Evolution and Inheritance

recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

recognise 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

(Linked to looking after our environment)

Continuous throughout the year

Working scientifically

planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

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	taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate *recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs* *using test results to make predictions to set up further comparative and fair tests* *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* *identifying scientific evidence that has been used to support or refute ideas or arguments*