

Thorn Grove Primary School
Medium Term Curriculum
Overview
Year 6

Half term or Term (Autumn)	FOCUS: An aspect of British History after 1066	Question: British Conflict : How was Manchester Affected?	History	<p>Subject Year 6</p> <p>Statutory Objectives: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Non Statutory Guidance:</p> <ul style="list-style-type: none"> 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 <p>Assessment Criteria: I can place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. I can tell the story of events within and across the time periods I have studied. I can identify specific changes within and across different periods over a long arc of development. I understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. I can discuss trends over time I can see the relationship between different periods and the legacy or impacts for me and my identity. I can explain that the past can be represented or interpreted in many different ways. I can carefully select relevant historical information, considering different viewpoints or thinking about possible bias. I can devise my own historically valid questions. I know how our knowledge of the past is constructed from a range of sources. I carefully select and organise relevant historical information from a range of historical sources of information.</p> <table border="1" style="width: 100%;"> <tr> <th style="text-align: left;">Suggested ideas/activities/books/web links</th> <th style="text-align: left;">Possible trips/artists to school/etc</th> </tr> <tr> <td> </td> <td> </td> </tr> </table>	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc		
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Discreet Science linked to topic	Science – Electricity (7 weeks)	<p>Statutory Objectives: Electricity Pupils should be taught to: 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.</p> <p>Non Statutory Guidance:</p> <p>Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, such as switches, bulbs, buzzers and motors. They should learn how to represent a simple circuit in a diagram using recognised symbols. Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity. Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>						

			Assessment Criteria:
	Ideas for Electricity		Suggested ideas/activities/books/web links
			Possible trips/artists to school/etc
	Science		Statutory Objectives:
			Non Statutory Guidance:
			Assessment Criteria:
Taught as a discrete subjects not as part of the topic theme			
	SCIENCE: Light (7 weeks)		Statutory Objectives: Light Pupils should be taught to: understand 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, and to predict the size of shadows when the position of the light source changes.
			Non Statutory Guidance: Pupils should explore the way that light behaves, including light sources, reflection and refraction. They should talk about what happens and make predictions. They should experience a range of examples of interesting aspects of light such as rainbows, colours on soap bubbles, objects looking bent in water and white light being split by prisms. Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets.
			Assessment Criteria:
	Ideas for Light		Suggested ideas/activities/books/web links
			Possible trips/artists to school/etc
			Blackouts Circuits Straight lines Mirror spies
Art/DT			Focus: Children study artists and cityscapes pictures and develop their own piece of work Theme: Ties in with 'Mortal Engines and work in history on how conflict affected Manchester Artist(s): George Bellows, Rackstraw Downes and Yvonne Jacquette

	<p>Non Statutory Guidance: War artists Pictures from the Shirley Hughes books Electrical models Cooking – Mixture of savoury cooking based on war foods, grow your own salad</p> <p>Assessment Criteria:</p> <table border="1"> <tr> <td>Suggested ideas/activities/books/web links</td> <td>Possible trips/artists to school/etc</td> </tr> <tr> <td>•</td> <td></td> </tr> </table>	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	•	
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Computing	<p>We use technology responsibly</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts <p>We are Explorers – mapping routes, plotting and using technology</p> <ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 				
Music	<p>Stockport's preferred Music Scheme: Charanga Autumn 1 Unit: I'll be There Style: Rock</p> <p>Topic and cross curricular links: How pop music developed through the work of Michael Jackson . Analysing performance.</p> <p>Autumn 2 Unit: Classroom Jazz 2 – Plus work on Christmas Production Style: Jazz, Latin, Blues</p> <p>Topic and cross curricular links: History of music - Jazz in its historical context. Improvisation</p>				
RE	<p>Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained Autumn: What do religions say to us when life gets hard? (Believing strand)</p>				
MFL	<p>See MFL Scheme on server. In Autumn Y5 & 6 Pupils should be taught:</p> <ul style="list-style-type: none"> Masculine and feminine nouns French Food Healthy Food Expressions of opinion, annoyance, impatience, disappointment, joy etc.. 				
PE	<p>See PE Passport long term overview for Autumn 1 & 2</p>				

	PSHE	<p><u>HEALTH AND WELLBEING</u></p> <p>Who is responsible for the health and safety; where to get help and advice Images in the media and reality; how this can affect how people feel Risks and effects of Drugs Changes at puberty (recap Y4); Human reproduction; Roles and responsibilities of parents Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; Rights to protect their body and speaking out (including against FGM);</p> <p>Supported by weekly additional circle sessions</p>
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Half	Focus:	Subjects	Year 6 Locate the world's countries using maps to focus on South America, concentrate on environmental regions, key physical features and human characteristics and major cities.
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	Enquiry Question: South America: Is it only full of rainforests and the Amazon River?	Geography	<p>Statutory Objectives:</p> <ul style="list-style-type: none"> 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) <p>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes of South America 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 of South America.</p>	
			<p>Non Statutory Guidance:</p> <ul style="list-style-type: none"> South America 	
			<p>Assessment Criteria:</p> <p>I know some of the world's countries, focusing South America concentrating on environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>I can identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (incl. day & night).</p> <p>I use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies.</p> <p>I can describe & understand key aspects of: physical and human geography including climate zones, biomes and vegetation belts.</p> <p>I can describe in detail types of settlement,land use, economic activity including trade links.</p> <p>I can describe the distribution of natural resources including energy, food, minerals & water in the continents & countries I have studied.</p> <p>I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.</p> <p>I know location of places of global significance, their defining physical & human characteristics and how they relate to one another</p>	
	Ideas based on South America	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc	
	Main discreet science (8 weeks)	Science – Evolution and inheritance	<p>Statutory Objectives:</p> <p>Evolution and inheritance</p> <p>Pupils should be taught to: 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.</p>	

		<p>Non Statutory Guidance:</p> <p>Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Alfred Wallace and Charles Darwin developed their ideas on evolution.</p> <p>Note: At this stage, pupils are not expected to understand how genes and chromosomes work.</p> <p>Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p>	
		<p>Assessment Criteria:</p>	
	Ideas for Evolution and inheritance	<p>Suggested ideas/activities/books/web links</p> <p>Look at animals that come from South America Darwin- Galapagos Islands Journals Website- NHM.AC.UK Beagles Voyage National History Museum Earthquaketrack.com</p>	<p>Possible trips/artists to school/etc</p> <p>Manchester Museum Shrewsbury- Discover Darwin</p>
	Science	<p>Statutory Objectives:</p>	
		<p>Non Statutory Guidance:</p>	
		<p>Assessment Criteria:</p>	
<p>Taught as a discrete subjects not as part of the topic theme</p>			

SCIENCE: All living things (6 weeks)	Statutory Objectives: All living things Pupils should be taught to: 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.	
	Non Statutory Guidance: Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea of broad groupings and how these subdivide. Through direct observations where possible, they should classify animals into vertebrates (reptiles, fish, amphibians, birds and mammals) and commonly found invertebrates (e.g. insects, spiders, snails, worms). They should discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification. Pupils might work scientifically by: devising classification systems and keys to identify some animals and plants in the immediate environment. They could research animals and plants in other habitats and decide where they belong in the classification system.	
	Assessment Criteria:	
Ideas for All Living Things	Suggested ideas/activities/books/web links	Possible trips/artists to school/etc
Art/DT	Focus: Children study pictures of animals and focus on Galapagos Island features. They sketch and draw animals accurately Theme: Ties in with work on South America (geography) and Evolution and Inheritance (science) Artist(s): Monet, Van Gogh, Echer	
	Non Statutory Guidance: Sampling Cooking- South American Design headdress/festival wear- sequins, glitter, feathers, colour	
	Assessment Criteria:	
ICT	Spring 1 – rising stars - ‘We Are Environmentalists’ Spring 2 – rising stars – We are web designers Children create a short edited video containing a screencast, relevant images and interview or video diary elements, drawing on their exploration of a climate change simulation and their own independent research. <ul style="list-style-type: none"> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	

Music	<p>Stockport's preferred Music Scheme: Charanga</p> <p>Spring 1 Unit: New Year Carol</p> <p>Style: Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p>Topic and cross curricular links: History of music - Literacy and history, Britten100. org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.</p> <p>Spring 2 Unit: Happy</p> <p>Style: Pop and Motown</p> <p>Topic and cross curricular links: What makes us happy? Video/project with musical examples.</p>
RE	<p>Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained</p> <p>Spring: What matters most to Christians and Humanists? (Living strand)</p>
MFL	<p>See MFL Scheme on server.</p> <p>In Spring Y5 & 6 Pupils should be taught:</p> <ul style="list-style-type: none"> • Adjectives preceding nouns • Adverbs of place/ sentence starters • Adverbs of time and frequency • Further more complex verbs
PE	<p>See PE Passport long term overview for Autumn 1 & 2</p>
PSHE	<p><u>RELATIONSHIPS</u></p> <p>Confidentiality and when to break a confidence; managing dares</p> <p>Different types of relationships;</p> <p>Positive and healthy relationships;</p> <p>Maintaining relationships; and recognising when a relationship is unhealthy (including forced marriage);</p> <p>Loving relationships; Including marriage.</p> <p>Acceptable and unacceptable</p> <p>Physical touch; Personal boundaries and the right to privacy</p> <p>Listening to others; raise concerns and challenge.</p> <p>Supported by weekly additional circle sessions</p>

Half term or Term (SUMMER)	Focus: Mapping and fieldwork		Subjects	<u>Year 6</u>
		Enquiry Question: How did find our way to different locations without SAT NAV?	Geography	<p>Statutory Objectives:</p> <ul style="list-style-type: none"> •use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied •use the eight points of a compass, four and six-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 •use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Non Statutory Guidance: Compare local and national locations within the UK</p>

		<p>Assessment Criteria:</p> <p>I can understand processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time</p> <p>I can provide greater detail of the geographical regions of the UK & their identifying physical and human characteristics.</p> <p>I can use Ordnance Survey maps at different scales.</p> <p>I can, draw a detailed sketch map using symbols and a key.</p> <p>I know directions in neighbourhood.</p> <p>I can align a map with route.</p> <p>I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.</p> <p>I can understand and use 6 figure grid references to Interpret OS maps.</p> <p>I can use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>I can use a globe & maps & some OS symbols on maps to name and locate counties & cities of the UK,</p> <p>I introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.</p>				
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Supplementary programme to support history aspect	Geography	<p>Statutory Objectives:</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-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 • use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>Non Statutory Guidance:</p> <p>Compare local and national locations within the UK</p>				

			<p>Assessment Criteria:</p> <p>I can understand processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time</p> <p>I can provide greater detail of the geographical regions of the UK & their identifying physical and human characteristics.</p> <p>I can use Ordnance Survey maps at different scales.</p> <p>I can, draw a detailed sketch map using symbols and a key.</p> <p>I know directions in neighbourhood.</p> <p>I can align a map with route.</p> <p>I can use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to show my knowledge of the United Kingdom and the wider world.</p> <p>I can understand and use 6 figure grid references to Interpret OS maps.</p> <p>I can use 1:10.000 and 1:25.000 Ordnance Survey maps.</p> <p>I can use a globe & maps & some OS symbols on maps to name and locate counties & cities of the UK,</p> <p>I introduce precise geographical words when describing geographical places features & processes such as erosion, deposition, mouth source tributary, cliff, bay, headland relief, resort, port, derelict, latitude, longitude, distribution, industry, network, region raw material, energy, fuel, power natural resource labour.</p>
	Ideas for local area geography	<p>Suggested ideas/activities/books/web links</p>	<p>Possible trips/artists to school/etc</p>
		Science	<p>Statutory Objectives:</p>
			<p>Non Statutory Guidance:</p>
	<p>Assessment Criteria:</p>		
<p>Taught as a discrete subjects not as part of the topic theme</p>			
	<p>SCIENCE: Animals including humans</p>		<p>Statutory Objectives: Animals including humans</p> <p>identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans.</p>

	<p>Non Statutory Guidance: Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	
	<p>Assessment Criteria:</p>	
Ideas for Animals including Humans	<p>Suggested ideas/activities/books/web links</p>	<p>Possible trips/artists to school/etc</p>
ART	<p>Focus: Children to paint portraits of people acting and doing activities from Robin wood Theme: Ties in with End of Year Production and trip to Robinwood Artist: Picasso, Rembrandt, Bacon, Freud</p>	
COMPUTING	<p>Summer 1 – rising stars – we are photographers Summer 2 – rising stars – we are data collectors</p> <p>Digital photography QI codes – set up an online museum</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	
Music	<p>Stockport’s preferred Music Scheme: Charanga Summer 1 Unit: You've Got A Friend</p> <p>Style: The music of Carole King</p> <p>Topic and cross curricular links: Her importance as a female composer in the world of popular music.</p> <p>Summer 2 Unit: Reflect, Rewind and Replay plus End of Year Production</p> <p>Style: Western Classical Music and your choice from Year 6</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.</p>	

	RE	Stockport RE Agreed Syllabus: These units can be moved in sequence if coverage is maintained Summer: Is it better to express your beliefs in arts and architecture or in charity and generosity?(Exploring strand)
	MFL	See MFL Scheme on server. In Spring Y5 & 6 Pupils should be taught: <ul style="list-style-type: none"> • Telling the time • Relative pronoun • Conjunctions • Numbers 32 – 60
	PE	See PE Passport long term overview for Summer 1 & 2
	PSHE	<u>LIVING IN THE WIDER WORLD</u> Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being critical of what is in the media and what they forward How resources are allocated; The effect of this on individuals; communities and environment Resolving Difference Enterprise; setting up an Enterprise (Cross year group Project with year 3) Supported by weekly additional circle sessions

