










# Long Term Curriculum Overview

Year group: 6

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Theme</b>	Crime and Punishment  <b>History</b>	Shake it up  <b>Geography</b>	Ancient Greece  <b>Ancient History</b>	Is it of this world? Fiction or reality? <b>Writing</b>	Y6 STATS  <b>Science</b>	Where would you visit in the world?  <b>Geography</b>
<b>Key Questions</b>	How has crime and punishment changed since the Romans? Is it ever okay to steal? Is it right to take from the rich to give to the poor?	How and why do volcanoes happen? How will you keep your structure standing? What would you do in a disaster? How do we keep ourselves safe? What is important to us?	Who were the Greeks? The story of the Trojan horse: historical fact, legend of classical myth?	Who is Shaun Tan? How does he / you write a short story? How do you make a pet? Who is Eric? Why do people have rockets in their gardens?		What do we need to survive? How can we stay safe? Adventure or security? What is a safe risk?
<b>Text / stimulus</b>	Classic Narrative Poetry – The Highwayman Narrative / Legend - Robin Hood Non-chronological report	Non-fiction texts Explanation Narrative/recount	Narrative – Myths Discursive writing	Shaun Tan stories Short stories Narrative Instructions		Michael Morpurgo - Kenseuke's Kingdom Recount Debate / Argument
<b>Science</b>	<b>All Living things</b>  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.	<b>Evolution and inheritance</b>  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.	<b>Light</b>  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 to our eyes or from light sources to objects and then our eyes  Use the idea that light travels in straight lines to explain why shadows have the same shape as the	<b>Animals including Humans</b>  Identify and name the main parts of the human circulatory system, and explain 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.	<b>Electricity</b>  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.	

			objects that cast them, and to predict the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.			
History	<p><b>Does punishment always fit the crime?</b></p> <p>Local history study: a study over time tracing how several aspects of national history are reflected in the locality</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p><b>The story of the Trojan Horse – fact, myth or legend?</b></p> <p><b>Ancient Greece</b></p> <p>A study of Greek life and achievements and their influence on the western world</p>	<p><b>How do artefacts help us to understand the lives of people of the Kingdom of Benin?</b></p> <p>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;</p> <p>Benin (West Africa) c. AD 900</p>		
Geography		<p><b>How do volcanoes affect the lives of people on Hiemaey?</b></p> <p><u>Locational knowledge</u>  <i>Europe</i>  <i>Lines of latitude &amp; Longitude</i></p> <p><u>Place knowledge</u>  <i>Region in a European country</i>  <u>Physical geography</u>  <i>Volcanoes and Climate Zones</i>  <u>Human geography</u>  <i>Economic activity, Trade and Natural resources</i></p>			<p><b>What is a river?</b></p> <p><u>Locational knowledge</u>  <i>United Kingdom</i>  <u>Physical geography</u>  <i>Rivers and Water cycle</i>  <u>Human geography</u>  <i>Settlement and Land Use</i>  <i>Economic activity</i></p>	<p><b>What are National Parks for?</b></p> <p><u>Locational knowledge</u>  <i>United Kingdom, North America</i>  <u>Physical geography</u>  <i>Vegetation belts, Mountains, Rivers</i>  <u>Human geography</u>  <i>Settlement and Land Use, Economic Activity and Natural resources</i></p>
RE	What can we learn from reflecting on Sikh, Muslim and Christian words of wisdom.		What contributions do religions make to local life in Sheffield? How can we make Sheffield a city of tolerance and respect?		How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?	

<p>Music</p>	 <p><b>Happy</b> A Pop Song</p>	 <p><b>Classroom Jazz 2</b> Bacharach Anorak and Meet The Blues</p>	 <p><b>Glockenspiel Stage 2 (Y4 unit)</b> The language of music through playing the glockenspiel.</p>	 <p><b>You've Got A Friend</b> An integrated approach to music where the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	 <p><b>Music and Me</b> inspirational women working in music. Explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences.</p>	 <p><b>Reflect, Rewind and Replay</b> Consolidation of the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p>Art</p>	<p>STREET ART inc portraits Local artist – Pete Mckee, Banksy</p> 		<p>GREEK ART – VASES and architecture Pencil, Sculpture, and 3D art</p> 			<p>JAPANESE ART Artists - Hokusai Japanese artist</p>  <p>Drawing using fine motor skills - jellyfish and sea waves Collage</p>
<p>PE - Indoors</p>	<p>Fitness</p>	<p>Dance</p>	<p>Yoga</p>	<p>Gymnastics</p>	<p>Golf</p>	<p>Athletics</p>
<p>PE - Outdoors</p>	<p>Rounders</p>	<p>Football</p>	<p>Tag Rugby</p>	<p>Netball</p>	<p>Tennis</p>	<p>OAA</p>
<p>RSHE</p>	<p>LIVING IN THE WIDER WORLD Community: Our communities C1 What is prejudice? C2 What is the history of prejudice? C3 What should I do if I encounter prejudice? C4 How can I be a great citizen?</p>	<p>RELATIONSHIPS Friends: Keeping friendships healthy Fr5 What are stereotypes? Fr6 How do I accept my friends for who they are?  Family: What makes a family? Fa1 Why do some people get married? Fa2 Are families ever perfect? (RECAP) Fa3 Is there such a thing as a 'normal' family? (RECAP)</p>	<p>LIVING IN THE WIDER WORLD Community: Online Safety Os5 Analysing Digital media [N1] Os6 Bias [N2] Os7 Echo Chambers [N5] Os8 Does the internet make us happy? [L1]</p>	<p>HEALTH AND WELL BEING Physical Health: Staying healthy P4 Why do some people take drugs? P5 Where should I get my health information? P6 How do I save a life?</p>	<p>HEALTH AND WELL BEING Mental Wellbeing: Understanding my feelings M1 Does everyone have the same feelings? M2 Should we be happy all the time? M3 Why do we argue? (RECAP)</p>	<p>HEALTH AND WELL BEING Growing up: Puberty G1 How will my body change as I get older? G2 How will my feelings change as I get older? G3 How will I stay clean during puberty? G4 What is Menstruation?  HEALTH AND WELL BEING Growing up: Sexual reproduction. OPTIONAL unit on sexual reproduction – possible external support. Sx2</p>
<p>DT</p>		<p><b>Structures: Bridges</b> 1. Arch &amp; Beam Bridges 2. Spaghetti Truss Bridges</p>		<p><b>Mechanisms: Mechanical systems: Automata toys</b> 1. Automata</p>	<p><b>Electrical systems: Steady hand game</b> 1. Developing through play 2. Game Plan 3. Base Building</p>	

		3. Building Bridges 4. Finalising Bridges		2. Frame Assembly 3. Experimenting with Cams 4. Finishing	4. Electronics and Assembly	
Computing	Computing systems and Networks-communication and collaboration	Creating Media- web page creation	Programming A-variables in games	Data and information-introduction to spreadsheets	Creating media- 3D modelling	Programming B- sensing movement
MFL - French	Y5 L20 Transport L21 In the classroom L22 Possessives and presentations	L23 Prepositions L24 Prepositions and ai phoneme	L25 Allez and simple future L26 Revision of aller and the simple future	L27 Revision and speaking test practice L28 Revision		L29 Assessments L30 West Africa
Trips & Visits	Lyceum – Michael Rosen Sheffield Central Library	Sheffield Central Library	Science Fayre at Sheffield University		Laser Quest	Crucial Crew Residential
Whole-class Reading Time			Who Let The Gods Out by Maz Evans			