










Long Term Curriculum Overview

Year group: 6

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme Crime and Punishment What different crimes have there been over the ages and how has their detection and punishment changed? History	How do volcanoes affect the lives of people? Geography	How do volcanoes affect the lives of people? Geography	Ancient Greeks – Trojan Horse The story of the Trojan horse: historical fact, legend of classical myth? Ancient History	Benin How do artefacts help us to understand the lives of people of the Kingdom of Benin? Ancient History	Y6 SATs What is a river? Geography	Who are Britain's National Parks for? Geography
Key Questions	How has crime and punishment changed in time since the Romans to today? How was crime detected, criminals tried and punished in Romans times? What was the most common crime in the Saxon/ Viking world and how would it be punished? How were criminals caught in the medieval period? What were the major changes in the way crimes were punished? What were the major changes in the way crimes were punished?	How do geographers describe the Westman Islands? How does the physical and human geography of Hiemaey compare with the area in which I live? Why are there volcanoes on Hiemaey? How were the people of Hiemaey affected when Eldfell erupted? (Africa)	What exactly is the story of the Trojan Horse? What evidence exists to authenticate the story of the Trojan Horse? What other explanations could there be for the origin of the story of the Trojan Horse?	Where was the kingdom of Benin? When was this period of time? How do we know about periods of history without primary written sources? What were the first kings of Benin like? What can the bronze artefacts of Benin tell us? What did Benin have to offer foreign traders? When was the 'Golden Age of Benin' and why was it called this?	Why are rivers such an important part of the water cycle? What are rivers and how do they erode, transport and deposit materials? Why are rivers important? How does the course of my local river change from source to mouth?	Why are National Parks described as Britain's 'breathing spaces'? What else makes National Parks so important? Why do National Parks welcome visitors?
Text / stimulus	Classic Narrative Poetry The Highwayman – Alfred Noyes Narrative / Legend The Adventures of Robin Hood Marcia Williams Retelling of Robin Hood and the Golden Arrow	Stranded! A Mostly True Story from Iceland AEvar THor Benediktsson & Anne Wilson Escape from Pompeii Christina Balit	Greek Tales: The Boy Who Cried Horse Terry Deary & Helen Flook The Orchard Book of Greek Myths Geraldine McCaughrean & Emma Chichester Clark	Children of the Benin Kingdom Dinah Orji	Tales of Outer Suburbia Shaun Tan	Kensuke's Kingdom Michael Morpurgo
Writing purpose	To entertain A historical narrative poem to publish on the website To inform A recount of events from different viewpoints for peers	To explain An explanation report on volcanic eruptions for Y5	To entertain A historical narrative for Y5 To discuss Is the Trojan Horse an imaginative tale or	To inform : A letter from father to his daughter for peers A survival guide for peers	To explain A set of instructions for an imaginary pet for Seesaw To entertain A short story for Seesaw	To entertain An adventure story to publish on the website To persuade A persuasive viewpoint to / or to not sail around the world

	To entertain A historical narrative for Y5		true?	A report to the chief for peers		
Grammar and Punctuation	<p>Identify and write ellipsis as a stop mark and an incomplete thought (5.4)</p> <p>Identify and write ellipsis as a pause (5.4)</p> <p>Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions</p> <p>Identify and write multi-clause complex sentences joined with two different subordinating conjunctions</p> <p>Synonyms and Antonyms</p>	<p>Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction</p> <p>Identify and write a combination of sentence types to avoid repetition</p> <p>Identify and write simple sentences to enhance the mood and/or add emphasis</p> <p>Hyphens to avoid ambiguity</p>	<p>Identify and write simple sentences to enhance the mood and/or add emphasis</p> <p>Identify and use colons to explain</p> <p>Use of the subjunctive</p> <p>Distinguish between active and passive voice</p>	<p>Identify and use dashes and ellipses in direct speech for characterisation</p> <p>Identify and write non-standard English in direct speech for characterisation</p> <p>Passive and active voice</p> <p>Bullet points</p>	<p>Identify and write conjunctive adverbs to link paragraphs</p> <p>Identify and write cohesive paragraphs where the topic sentence links to the proceeding concluding sentence</p>	<p>Identify and write single sentence paragraphs to enhance the mood, add emphasis and/or alter the pace of the narrative</p> <p>Formal and informal speech</p>
Science	<p>Living things and their habitats</p> <p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Evolution and inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Light</p> <p>Understand that light appears to travel in straight lines</p> <p>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</p> <p>Explain that we see things because light travels to our eyes or from light sources to objects and then our eyes</p> <p>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 same shape as the</p>	<p>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>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	

			objects that cast them, and to predict the size of shadows when the position of the light source changes.			
History	<p>Does punishment always fit the crime?</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>The story of the Trojan Horse – fact, myth or legend?</p> <p>Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world</p>	<p>How do artefacts help us to understand the lives of people of the Kingdom of Benin?</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>How do volcanoes affect the lives of people on Hiemaey?</p> <p><u>Locational knowledge</u> <i>Europe</i> <i>Lines of latitude & Longitude</i> <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>What is a river?</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>What are National Parks for?</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	Christians and how to live: what would Jesus do?	Why do Hindus want to be good?	Why do Christians believe that Jesus was the Messiah?	What do Christians believe Jesus did to 'save' people?	Who are they key figures in faith groups?	Why do some people believe in God and some not? How does faith help people when life gets hard?
Music	 <p>Happy A Pop Song</p>	 <p>Classroom Jazz 2 Bacharach Anorak and Meet The Blues</p>	 <p>Glockenspiel Stage 2 (Y4 unit) The language of music through playing the</p>	 <p>You've Got A Friend An integrated approach to music where the dimensions of music (pulse,</p>	 <p>Music and Me inspirational women working in music. Explore the concept of 'identity' – the various elements that shape us. In this unit, we start with</p>	 <p>Reflect, Rewind and Replay Consolidation of the learning that has occurred during the year. All the learning is focused around revisiting songs</p>

			glockenspiel.	rhythm, pitch etc), singing and playing instruments are all linked.	gender, with reference to social and cultural differences.	and musical activities, a context for the History of Music and the beginnings of the Language of Music. (Graduation preparation)
Art	STREET ART inc portraits Local artist – Pete Mckee Banksy 		GREEK ART – VASES and architecture Pencil, Sculpture, and 3D art 			JAPANESE ART Artists - Hokusai Japanese artist  Drawing using fine motor skills - jellyfish and sea waves Collage
PE - Indoors	Fitness	Dance	Yoga	Gymnastics	Golf	Athletics
PE - Outdoors	Rounders	Football	Tag Rugby	Netball	Tennis	OAA
RSHE	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?	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)	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]	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?	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)	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
DT		Structures: Bridges 1. Arch & Beam Bridges 2. Spaghetti Truss Bridges 3. Building Bridges 4. Finalising Bridges		Mechanisms: Mechanical systems: Automata toys 1. Automata 2. Frame Assembly 3. Experimenting with Cams	Electrical systems: Steady hand game 1. Developing through play 2. Game Plan 3. Base Building 4. Electronics and Assembly	

				4. Finishing		
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	Revise <i>avoir</i> Verb <i>être</i> Questions Telling the time Daily routine	Daily routine in other countries Houses Rooms in a house Christmas: toys from around the world	<i>Je peux</i> + infinitive Bedroom descriptions Places in a town	Revise places in town Revise <i>aller</i> Directions Revise food Buying food April fool's day	Numbers 61-100 Ordering food in a café Famous French food and menus The perfect (past) tense	The perfect (past) tense Revision Assessments The French alphabet
Whole-class Reading Time	The Girl Who Stole an Elephant Nizrana Farook	Into the Volcano Jess Butterworth	Percy Jackson and the Lightning Thief Rick Riordan	Children of the Benin Kingdom Dinah Orji	Holes Louis Sachar	Kensuke's Kingdom Michael Morpurgo