



Year 6 Curriculum Overview 2025-2026

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Subject	Autumn World at War	Spring Amazing Americas!	Summer Extreme locations
English	<p>Text types linked to <i>Once</i> by Morris Gleitzman</p> <p>Letter- letters to apply for roles within school. Thank you letters to Hilltop Residential and letter as Felix to parents early on in the book 'Once'.</p> <p>Recount diary as the main character in once and to learn about Anne Frank diary writing.</p> <p>Historical Narrative – fill in the missing chapter / alternative storyline midway through the book.</p> <p>Poetry – remembrance poetry, blackout poetry, emotions poem / narrative poem linked to 'once'</p> <p>Newspaper articles – The Blitz</p> <p>Explanation text – light & electricity from Science</p> <p>Biography – Winston Churchill</p> <p>Information text – WW2</p>	<p>Text types linked to <i>'The Explorer'</i> by Katherine Rundell</p> <p>Rainforest Survival guide Non-fiction, to include explanation texts and information texts. To cover things like shelter, food, water, species of animal and plant.</p> <p>Recount Diary entries from different perspectives (4 kids recalling an event).</p> <p>Newspaper Reports To include description of each character, 5 Ws, quotes, formal and informal switch.</p>	<p>Text types linked to <i>'Holes'</i> by Louis Sachar</p> <p>Letter (Stanley writing home – telling the truth & lying)</p> <p>Non-Chronological Report All about the Yellow-Spotted Lizard</p> <p>News Bulletin About the incarceration of Stanley Yelnats</p> <p>Texts linked to <i>Luxury Hotel</i></p> <p>Pupils create a luxury hotel and produce three written outcomes:</p> <ul style="list-style-type: none"> - Persuasive Advert - Trip Advisor negative review - Formal letter in response <p>Texts linked to <i>Alma</i></p> <p>Narrative Rewrite Alma Integrate dialogue Opening to new story about another doll</p>

Humanities	<p>History: World War II They can say when the war started and offer reasons to explain why the war started. Tell you some of the countries and key individuals involved. Know about Key events within WW2 and order them chronologically. Demonstrate a full understanding of a wide range of World War II events; evaluate and assess the reason, impact and significance of key wartime events. Use a range of primary and secondary sources to follow roles people had within the war. Explain how WWII impacted modern life</p> <p>Geography: Why does Population Change Identify most densely and sparsely populated areas. Describe increase in population over time. Describe what might influence the environments people live in. Define birth, death rates, migration, push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change and its impact on the global population Suggest actions they can take to fight climate change. Collect information from a member of the public using a variety of data collection. Suggest an idea to improve the environment.</p>	<p>History: Maya Civilisation Identify some countries in South America. Say where the ancient Maya people lived, naming some major features and cities in them. Describe the different features of Maya cities and be able to appreciate what it would have been like to live there, answering questions to demonstrate their understanding of different aspects of the Maya civilisation. Know some of the main Maya gods and what they represented. Explain different ritual elements of the ancient Maya religion and describe some of the main gods in greater detail. Read and write some basic Maya numbers, explaining what syllabograms and logograms are. Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words.</p> <p>Geography: Where does our energy come from? Describe the significance of energy. Give examples of sources of energy and their trading routes.</p> <p>Define renewable and non-renewable energy.</p> <p>Discuss the benefits and drawbacks of different energy sources.</p> <p>Describe the significance of the Prime Meridian.</p> <p>Identify human features on a digital map.</p> <p>Discuss how transport links have changed over time.</p> <p>Locate UK cities on a map.</p> <p>Use six-figure grid references to identify features on an OS map.</p>	<p>History: Crime and Punishment across the ages. Understand some of the terms used in Crime and Punishment. Find out about what the Romans believed about crime and punishment. Find out how the legal system worked in Anglo Saxon Britain. I can understand the experiences of Victorian Prisoners. I can Use primary source to investigate the life of a slave To investigate the life of a prominent person in the abolition of slavery. Compare modern methods of crime prevention and detection with what existed in the past</p> <p>Geography: Carry out fieldwork enquiry</p> <p>Give examples of issues in the local area.</p> <p>Identify questions to be asked to find the relevant data.</p> <p>Justify which data collection method is most suitable.</p> <p>Design an accurate data collection template.</p> <p>Identify areas along a route that are best for data collection.</p> <p>Discuss how to mediate potential risks.</p> <p>Collect data at points located on an OS map.</p> <p>Manage risks during a fieldwork trip.</p>
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Scientific Understanding	<p>Autumn 1 - Light (make periscopes and puppets) Can they recognise that light appears to travel in straight lines? How can they 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? Can they 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? Can they use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them?</p> <p>Autumn 2 - Electricity (focus on investigation!) Can they explain how our understanding of electricity has changed over time? Can they explain how major discoveries led to the widespread use of electricity? Can they draw circuit diagrams using the correct symbols and label the voltage correctly? Can they explain the effect of increasing or decreasing the voltage on different parts of a circuit? Can they plan and conduct an investigation, deciding how to record data & which variables to change?</p>	<p>Spring 1 - Evolution and inheritance Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents? Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution? Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago? (incorporate making a mould and making own plaster to include this element from Art & Design)</p> <p>Spring 2 - Living things and their habitats (mould experiment) Can they describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals? Can they give reasons for classifying plants and animals based on specific characteristics?</p>	<p>Summer - Animals including humans (links with PSHE and PE) Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood? Can they describe the ways in which nutrients and water are transported within animals, including humans? Are they able to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?</p> <p>Science Fair – Year 6 to prepare stalls for younger classes to visit</p>
DT	<p>Anderson Shelters Can they analyse existing structure types? Can they practice joins using paper straws in different ways? Can they assess how different joins affect the structure?</p>	<p>Global Food Can the children name some different foods and explain how eating different ingredients helps to give us a healthy and varied diet and understand the benefits of this? Can they explain some different foods on the ‘eatwell’ plate and explain nutritional similarities between different types</p>	<p>Marbulous Maze (target audience: YR buddies) Can they design and build a marble maze which incorporates some varied bends? Can they use a wider range of tools and equipment to perform practical tasks accurately?</p>

	Can they plan, build and evaluate a model structure using materials?		of food eaten around the world and say why this is important? Can they accurately follow a recipe, some with help but others working independently? Can they use a wide variety of basic food skills such as peeling, juicing, grating, chopping and dicing and some advanced skills such as baking, which enable them to prepare some more complex savoury dishes?		Can they use appropriate cutting and shaping techniques that include cuts? Can they select appropriate joining techniques? Can they consider the aesthetics when building a marble maze? Can they consider the views of others to improve their work?	
Art and Design	<u>Flight</u> Feathers and Birds Study: (observational drawing) Are the children able to produce an observational drawing marking the details carefully? Are the children able to produce an observational drawing and show colours? Can they use their own drawings as ideas for sculptural work? WW2 planes WW2 art – Blitz skylines, Clay Poppies, Rag wreaths.		<u>South America</u> Artist Study: Frida Kahlo (self-portrait) Describe facts about Kahlo's life and work? Name some of Kahlo's paintings? Are they able to draw in colour? Can they make a collage? (use magazines) Artist Study: Joaquin Torres Garcia (symbols) Describe facts about Garcia's life and work? Name some of Garcia's artworks? Can they draw patterns based on their own observations? Some children might be able to paint symbols. Artist Study: Leonora Carrington (textiles) Describe facts about Carrington's life and work? Name some of Carrington's artwork? Can they make a dream catcher?		<u>Wildlife & Printing</u> Artist Study: Henri Rousseau (3 colour block printing) Describe facts about Rousseau's life and work? Name some of Rousseau's paintings? Can the children print? Can the children create printing effects by choosing tools carefully?	
RE	Autumn 1 – Christianity (God) Science Verses Religion (digging deeper -Psalm 8) Autumn 2 – Christianity (Incarnation) Was Jesus the Messiah? (digging deeper-transfiguration)		Spring 1 – Hinduism What special pathways to Molisha are written about in Hindu Scripture? Spring 2 – christianity (Salvation) What did Jesus do to save human beings (Digging deeper)		Summer 1 – Humanism Why do Humanists say happiness is the goal of life? Summer 2 – How do people show their faith through art.	
Computing e-safety	Unit 6:1 – We are online safety ambassadors	Unit 6:2 – We will not share inappropriate images	Unit 6:3 – We are safe social networkers	Unit 6:4 – We are respectful of others	Unit 6:5 – We are online safety problem solvers	Unit 6:6 – We are safe gaming experts
Computing	Year 6: Networks – 4 lessons Year 6 Graphing – 4 lessons Year 6 Blogging – 4 lessons Year 6 Data detectives – 4 lessons		Year 6 – Coding – 6 lessons Year 6 – Introduction Python- 4 lessons		Year 6 – Spreadsheets 5 lessons Year 6 – 3D modelling 5 lessons	

Music	Young Voices Practice	Kapow! Songs of WW2	Kapow! Film Music	Kapow! Theme and Variations: Pop Art	Kapow! Baroque	Kapow! Composing and performing a leavers' song
PE outdoor	Rugby	Invasion Games	Ball Hockey	OAA	Athletics	Striking and Fielding (rounders/cricket)
PE indoor	<u>Personal – Invasion- Tag Netball</u> Coordination - Ball Skills Agility - Reaction/Response	<u>Physical – Athletics - Jump ball</u> Dynamic Balance to Agility - Jumping and Landing Static Balance -One Leg	<u>Creative – Net & Wall - Seated Volleyball</u> Static Balance Seated Floor Work	<u>Cognitive – Athletics – Dodgeball</u> Static Balance Stance Coordination Footwork	<u>Social – Invasion (Kabbadi)</u> Dynamic Balance Counter Balance	<u>Swimming</u>
PSHE	<u>Citizenship</u> Rights, rules and responsibilities	<u>Myself and my relationships</u> Family and friends <u>Citizenship – Y5 Unit</u> Working together	<u>Healthy and safer lifestyles</u> Personal safety – Y5Unit	<u>Economic well being</u> Financial capability (not statutory)	<u>Healthier and safer lifestyles</u> Drug Education	<u>Healthy and safer lifestyles</u> Relationships and Sex Education <u>Myself and my relationships</u> Managing change
French	Let's visit a French Town	Let's go shopping	This is France	All in a day	Our precious planet	More to explore