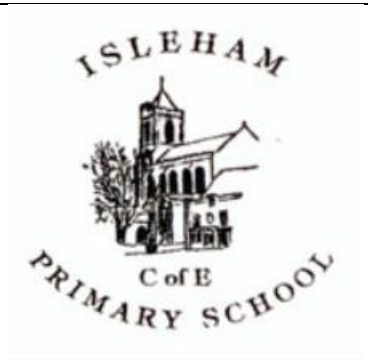
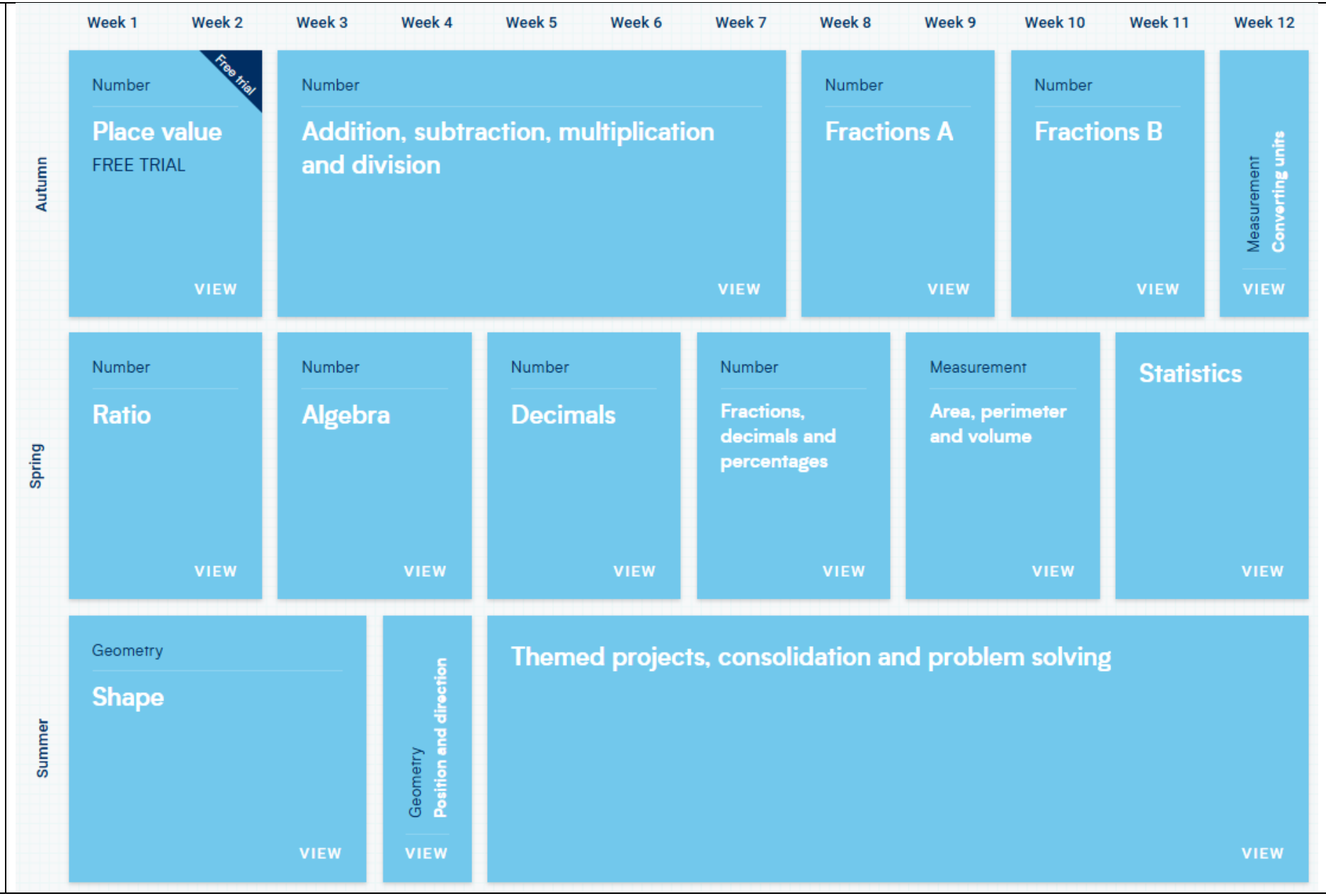



# Year 6 Curriculum Overview 2025-2026

**Mrs Georgina Gibbs & Mrs Hayley Stevens-Ward**

| Subject | Autumn | | Spring | | Summer | |
|---|---|---|---|---|---|---|
| English | **Text types linked to Once by Morris Gleitzman**<br><br>Letter- letters to apply for roles within school.<br>Thank you letters to Hilltop Residential and letter as Felix to parents early on in the book 'Once'.<br><br>Recount diary as the main character in once and to learn about Anne Frank diary writing.<br><br>Historical Narrative – fill in the missing chapter / alternative storyline midway through the book. Use 'Beyond the lines' on Literacy Shed as stimulus. | Poetry – remembrance poetry, blackout poetry, emotions poem / narrative poem linked to 'once'<br><br>Newspaper articles – The Blitz<br><br>Explanation text – light & electricity from Science<br><br>Biography – Winston Churchill | **Text types linked to 'The Explorer' by Katherine Rundell**<br><br>Rainforest Survival guide<br>Non-fiction, to include explanation texts and information texts. To cover things like shelter, food, water, species of animal and plant.<br><br>Recount<br>Diary entries from different perspectives (4 kids recalling an event).<br><br>Newspaper Reports<br>To include description of each character, 5 Ws, quotes, formal and informal switch. | Narrative<br>Pre-quel story to show how the Explorer got there. What is his back story?<br><br>Narrative<br>First chapter of their own adventure story. Set in a new location, to include 2-4 characters. In the style of The Explorer.<br><br>Narrative poem (summarising a part or whole of the whole book as a poem). | **Text types linked to 'Holes' by Louis Sachar**<br><br>Letter (Stanley writing home – telling the truth & lying)<br><br>Non-Chronological Report<br>All about the Yellow-Spotted Lizard<br><br>News Bulletin<br>About the incarceration of Stanley Yelnats | **Texts linked to Luxury Hotel**<br><br>Pupils create a luxury hotel and produce three written outcomes:<br>- Persuasive Advert<br>- Trip Advisor negative review<br>- Formal letter in response<br><br>**Texts linked to Alma**<br><br>Narrative<br>Rewrite Alma<br>Integrate dialogue<br>Opening to new story about another doll |

**Maths (White Rose)**



| | | | |
|---|---|---|---|
| Humanities<br>**(Kapow)** | **History: World War II**<br>They can say when the war started and offer reasons to explain why the war started.<br>Tell you some of the countries and key individuals involved.<br>Know about Key events within WW2 and order them chronologically.<br>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.<br>Use a range or primary and secondary sources to follow roles people had within the war.<br>Explain how WWII impacted modern life<br><br>**Autumn 2**<br>**Geography: Why does Population Change (Kapow)**<br>Identify most densely and sparsely populated areas.<br>Describe increase in population over time.<br>Describe what might influence the environments people live in.<br>Define birth, death rates, migration, push and pull factors.<br>Explain why some people have no choice but to leave their homes.<br>Describe the causes of climate change and its impact on the global population<br>Suggest actions they can take to fight climate change.<br>Collect information from a member of the public using a variety of data collection.<br>Suggest an idea to improve the environment. | **History: What does the census tell us about the local area? (Kapow)**<br>Identify the type of information the census gives about people.<br>Use the census to make inferences about people from the past.<br>Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child.<br>Identify and describe the changes between periods of time using the census.<br>Use other primary and secondary sources to verify the data in a census.<br>Use a range of sources, including the census, to build an understanding of a period.<br>Describe the changes in the 1921 census.<br>Plan a local history enquiry using the census.<br><br>**Geography: Where does our energy come from? (Kapow)**<br>Describe the significance of energy.<br>Give examples of sources of energy and their trading routes.<br>Define renewable and non-renewable energy.<br>Discuss the benefits and drawbacks of different energy sources.<br>Describe the significance of the Prime Meridian.<br>Identify human features on a digital map.<br>Discuss how transport links have changed over time.<br>Locate UK cities on a map.<br>Use six-figure grid references to identify features on an OS map.<br>Consider and justify the location of energy sources.<br>Design and use interview questions.<br>Plot points on a sketch map. | **History: Unheard Stories: Who should be on the £10 banknote? (Kapow)**<br>Name the features of a banknote.<br>Make inferences about a historical figure using a banknote.<br>Research and explore the achievements of different historical figures.<br>Make inferences about historical figures from sources.<br>Describe the legacies of historically significant people<br>Apply criteria to decide if a person is historically significant and explain why.<br><br>**Geography: Carry out fieldwork enquiry (Kapow)**<br>Give examples of issues in the local area.<br>Identify questions to be asked to find the relevant data.<br>Justify which data collection method is most suitable.<br>Design an accurate data collection template.<br>Identify areas along a route that are best for data collection.<br>Discuss how to mediate potential risks.<br>Collect data at points located on an OS map.<br>Manage risks during a fieldwork trip.<br>Identify any outcomes from data collected.<br>Map data digitally.<br>Describe the enquiry process. |
| Science<br>**(Kapow)** | **Energy: Light**<br>Can they recognise that light appears to travel in straight lines? | **Living Things: Evolution and inheritance**<br>Define and identify variation in organisms and recall that it is caused by inherited and environmental factors. | **Animals, including humans: Circulation and Health** |

| | | | |
|---|---|---|---|
| | 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?<br>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?<br>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?<br><br>**Energy: Circuits, Batteries and Switches**<br>Describe the function of key electrical components and explain how the models used in the lesson represent these.<br>Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components.<br>Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance.<br>Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred.<br>Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness.<br>Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs.<br>Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors.<br>Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit.<br>Working Scientifically: | Recall that living things produce offspring of the same kind but are not normally identical to their parents.<br>Describe patterns of inheritance from parent to offspring in a given example or family tree.<br>Describe what an adaptation is; it cannot be chosen and is usually inherited.<br>Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive.<br>Explain how variation may affect survival within a population and recall what natural selection means.<br>Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species.<br>Recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy.<br>Working Scientifically:<br>Sort variation as environmental, inherited or a mixture of both.<br>Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control.<br>Comment on the reliability of the results and the degree of trust.<br>Consider how evidence is used to form theories and the degree of trust the evidence offers.<br><br>**Living Things: Classifying big and small**<br>Define the term 'organism' and name the seven life processes of all living things.<br>Describe the work of Carl Linnaeus.<br>Define the term 'vertebrate' and name the vertebrate groups.<br>Describe the characteristics of fish, amphibians, reptiles, birds and mammals.<br>Compare the characteristics of the vertebrate groups.<br>Define the term 'invertebrate'. | Recall factors that improve someone's health and those that impact health negatively and suggest improvements to someone's health.<br>Describe the circulatory system as the heart and blood vessels transporting blood around the body and recall that the heart is a pump that pushes blood through the circulatory system.<br>Describe the pathway of blood through the circulatory system, including passing through the heart twice in a complete circuit through the body.<br>Describe some of the functions of blood, including transporting substances like oxygen, water and nutrients around the body.<br>Recall what is meant by heart rate and research using multiple websites to find reliable animal masses.<br>Identify the pattern between animals' size and heart rate and quote values as evidence.<br>Describe how different exercises affect heart rate and explain why heart rate changes during exercise.<br>Describe what happens to heart rate during and after exercise and compare two sets of heart data to identify a link between heart rate and fitness.<br>When working scientifically, pupils who are **secure** will be able to:<br>Evaluate the trustworthiness of secondary sources that provide health advice.<br>Evaluate the model blood by considering a strength and a weakness when representing blood and suggesting improvements.<br>Compare class values and recognise when they do not match.<br>Use identified patterns to predict new values.<br>Write a method for an enquiry with consideration of equipment, the different versions of the changed variable and how to complete the measured variable. |

| | | | |
|---|---|---|---|
| | Draw circuit diagrams with straight lines and using standard circuit symbols.<br>Design a results table with an appropriate number of columns and headings with units.<br>Identify the changed, measured and control variables in an enquiry to plan a method. | Describe the characteristics of worms, snails, spiders and insects.<br>Compare the characteristics of the invertebrate groups.<br>Name the plant groups.<br>Describe the characteristics of flowering plants, ferns, mosses and conifers.<br>Define the term 'micro-organism' and name some examples.<br>When working scientifically pupils who are **secure** will be able to:<br>Use a classification key to group and identify organisms.<br>Make a simple classification key. | Choose a suitable title and axis labels with units for the line graph and plot points on the line graph.<br><br>**Making Connections: Are some sunglasses safer than others?**<br><br>Recall key knowledge from previous units.<br>Apply knowledge in new contexts.<br><br>When working scientifically, pupils who are **secure** will be able to:<br>Carry out a full scientific enquiry. |
| DT<br>**(Kapow)** | **Textiles: Bags (Kapow)**<br>Explore and compare real textile products, thinking about how they look, how they are used and how they affect the environment.<br>Develop and test design ideas by creating pattern pieces and making prototypes to explore how well they work.<br>Use labelled drawings and diagrams to show clear design ideas, including how pattern pieces will fit together.<br>Use fabrics and materials suitable for the product, thinking about how they look and how well they work.<br>Make 3D textile shapes by carefully cutting, folding and joining materials to match the design.<br>Join fabrics securely using stitches or knots and add decorative details to improve the appearance.<br>Use pins, scissors and other tools carefully to keep fabric flat and measure and cut accurately.<br>Evaluate how well the final product meets the design criteria and suggest improvements. | **Structure: Playgrounds (Kapow)**<br>Create five apparatus designs, applying the design criteria to their work.<br>Make suitable changes to their work after peer evaluation.<br>Make roughly three different structures from their plans using the materials available.<br>Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.<br>Secure their apparatus to a base.<br>Make a range of landscape features using a variety of materials which will enhance their apparatus. | **Digital World: Navigating the world (Kapow)**<br>Incorporate key information from a client's design request such as 'multifunctional' and 'compact' in their design brief.<br>Write a program that displays an arrow to indicate cardinal compass directions with an 'On start' loading screen.<br>Identify errors (bugs) in the code and suggest ways to fix (debug) them.<br>Self and peer evaluate a product concept against a list of design criteria with basic statements.<br>Identify key industries that use 3D CAD modelling and why.<br>Recall and describe the name and use of key tools used in Tinkercad (CAD) software.<br>Combine more than one object to develop a finished 3D CAD model in Tinkercad.<br>Complete a product pitch plan that includes key information. |

| | | | | | | |
|---|---|---|---|---|---|---|
| Art and Design **(Kapow)** | **Flight**<br>**Feathers and Birds Study**: (observational drawing)<br>Are the children able to produce an observational drawing marking the details carefully?<br>Are the children able to produce an observational drawing and show colours?<br>Can they use their own drawings as ideas for sculptural work?<br>WW2 planes<br>**WW2 art – Blitz skylines, Clay Poppies, Rag wreaths.** | | **Drawing: Expressing Ideas (Kapow)**<br>Identify key features of street art and murals.<br>Discuss the intention and impact of street art.<br>Use various shading techniques to show texture, tone, form and depth.<br>Apply one point perspective in their work.<br>Enlarge a drawing by scaling using an accurately drawn grid.<br>Show an understanding of perspective, scale and proportion with a level of accuracy across their design.<br>Choose appropriate materials for their design and explain their choices and intention.<br>Use space effectively to enhance visual impact of their graffiti tag. | | **Sculpture and 3D: Making Memories (Kapow)**<br>Discuss the work of artists that appreciate different artistic styles.<br>Create a sculpture to express themselves in a literal or symbolic way.<br>Suggest ways to represent memories through imagery, shapes and colours.<br>Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.<br>Competently use scissors to cut shapes accurately.<br>Talk about artists' work and explain what they might use in their own work.<br>Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.<br>Successfully translate plans to a 3D sculpture.<br>Produce a completed sculpture demonstrating experimentation, originality and technical competence. | |
| RE | **Autumn 1 – Christianity (God)**<br>Science Verses Religion (digging deeper -Psalm 8)<br>**Autumn 2 – Christianity (Incarnation)**<br>Was Jesus the Messiah? (digging deeper-transfiguration) | | **Spring 1 – Hinduism**<br>What special pathways to Molisha are written about in Hindu Scripture?<br>**Spring 2 – Christianity (Salvation)**<br>What did Jesus do to save human beings (Digging deeper) | | **Summer 1 – Humanism**<br>Why do Humanists say happiness is the goal of life?<br>**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<br><br>Year 6 Graphing – 4 lessons<br><br>Year 6 Blogging – 4 lessons<br><br>Year 6 Data detectives – 4 lessons | | Year 6 – Coding – 6 lessons<br><br>Year 6 – Introduction Python- 4 lessons | | Year 6 – Spreadsheets 5 lessons<br><br>Year 6 – 3D modelling 5 lessons | |
| Music | Young Voices Practice | Kapow!<br>Songs of WW2 | Kapow!<br>Film Music | Kapow!<br>Theme and Variations: Pop Art | Kapow!<br>Baroque | Kapow!<br>Composing and performing a leavers' song |

| | | | | | | |
|---|---|---|---|---|---|---|
| PE outdoor<br>(Get Set 4 PE) | **Rugby** | **Invasion Games** | **Ball Hockey** | **OAA** | **Athletics** | **Striking and Fielding (rounders/cricket)** |
| PE indoor<br>(Real PE) | **Personal – Invasion- Tag Netball**<br>**Coordination -** Ball Skills<br>**Agility -** Reaction/Response | **Physical – Athletics - Jump ball**<br>**Dynamic Balance to Agility -** Jumping and Landing<br>**Static Balance -**One Leg | **Creative – Net & Wall - Seated Volleyball**<br>**Static Balance**<br>Seated<br>Floor Work | **Cognitive – Athletics – Dodgeball**<br>**Static Balance**<br>Stance<br>**Coordination**<br>Footwork | **Social – Invasion (Kabbadi)**<br><br>**Dynamic Balance**<br>**Counter Balance** | **Swimming** |
| PSHE | **Citizenship**<br>Rights, rules and responsibilities | **Myself and my relationships**<br>Family and friends<br>**Citizenship – Y5 Unit**<br>Working together | **Healthy and safer lifestyles**<br>Personal safety – Y5Unit | **Economic well being**<br>Financial capability<br>(not statutory) | **Healthier and safer lifestyles**<br>Drug Education | **Healthy and safer lifestyles** Relationships and Sex Education<br>**Myself and my relationships**<br>Managing change |
| French<br>(Kapow) | Let's visit a French Town | Unit 1 - French Sport and The Olympics | Unit 2 – French football champions | Unit 3 – In my French house | Unit 4 – Planning a French holiday | Unit 5 – Visiting a town in France |