

CURRICULUM OVERVIEW YEAR 6

At Christ the King Catholic School, every child, without discrimination, is loved, valued and nurtured. Their uniqueness is celebrated and they are given opportunities to learn and thrive, developing healthy relationships and securing a foundation for life and future learning. Our children's learning is guided by the virtues of faith, hope and love through a curriculum inspired by the gospel values. This empowers the children to see, judge and act responsibly in response to their local and global contexts. Learning opportunities foster curiosity and enable children to reach their potential by developing the knowledge, skills and attitudes needed to be compassionate people – young people called to serve and lead. Justice- working for a fairer world.

Humility- seeing life as a gift.

Compassion- empathy.

How has justice, humility and compassion impacted upon the attitude of humankind in the past and in present day?

How can humankind show humility?

See

Judge

Act

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Religious Education: <ul style="list-style-type: none"> • Loving • Vocation & commitment • Judaism 	<ul style="list-style-type: none"> • Vocation & commitment • Expectations 	<ul style="list-style-type: none"> • Sources • Unity • Islam 	<ul style="list-style-type: none"> • Unity • Death and new life 	<ul style="list-style-type: none"> • Witnesses • Healing 	<ul style="list-style-type: none"> • Healing • Common good
Personal, Social & Health Education: <ul style="list-style-type: none"> • Gifts & talents • Spots & sleep 	<ul style="list-style-type: none"> • Our bodies 	<ul style="list-style-type: none"> • Body image & funny feelings. • Emotional changes • Online Safety 	<ul style="list-style-type: none"> • Menstruation • Making babies 	<ul style="list-style-type: none"> • The Trinity 	<ul style="list-style-type: none"> • Catholic Social Teaching • Reaching out
Theme: Improving our environment. Is it just and compassionate to do graffiti? Do we have the courage to stand up to defend the future of all communities? Can we show humility towards actions of others in our global communities? Do we have the courage and compassion to make our world sustainable? Would this be just ?	Theme: Evolution & inheritance How can past actions influence us to show kindness in our future decisions? How can we show compassion and humility to the actions of humankind in the past? How can we be a peacemaker in our world today?	Theme:	Theme: Did the Allies leaders and people show integrity in the decision they made in WW11? Why is empathy (compassion), courage and integrity so important when studying past actions? Can we show forgiveness to those who made wrong choices and impacted upon myself and our world? How can we show courage and compassion when showing off our skills and talents? (SATS)	Theme: Life as refugee/ On the move Is there justice , compassion and humility shown in the way different people and communities are treated by others? How can we be a peacemaker in our world today? What acts of kindness can we do in our school, in our community and in the world to stop injustice?	Theme: I am a geographer
Inspirational and influential people: <ul style="list-style-type: none"> • Banksy • Mary (Mother of God) • Greta Thunderburg 	<ul style="list-style-type: none"> • Mary Anning/ Charles Darwin • David Attenborough 	<ul style="list-style-type: none"> • Emily Pankhurst. 	<ul style="list-style-type: none"> • Anne Frank • British Legion 	<ul style="list-style-type: none"> • Ellie Simmonds • Marcus Rashford 	<ul style="list-style-type: none"> • Barack Obama– Human rights • Malala Yousafzai

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
English: Writing to discuss Balanced argument-Graffiti. Writing to inform Non– chronological report/ Energy and sustainability.	English: Writing to create suspense - Narrative (Jurassic Park) Writing a nonchronological report - Future of the Poles	English: Writing to entertain - Poetry Writing to inform - Report writing	English: Writing to entertain - Narrative (Dunkirk) Writing to discuss - Evacuees	English: Writing to persuade - Dialogue -Narrative (refugees).	English: Evidence for moderation– writing.
Class reading novel: 					
Text references. 					
Maths: <ul style="list-style-type: none"> • Number & place value. • Number– four operations. 	<ul style="list-style-type: none"> • Fraction, decimals & percentages. • Measurement. 	<ul style="list-style-type: none"> • Number, fraction decimals & percentages. • Geometry 	<ul style="list-style-type: none"> • Number, fraction decimals & percentages. • Statistics. 	<ul style="list-style-type: none"> • Number, fraction decimals & percentages. • SAT's preparation. 	<ul style="list-style-type: none"> • Ratio & proportion. • Algebra.
	<u>Biology</u> <ul style="list-style-type: none"> • Evolution & inheritance. 	<u>Physics</u> <ul style="list-style-type: none"> • Light 	<u>Chemistry</u> <ul style="list-style-type: none"> • Physical and chemical changes 	<u>Biology</u> <ul style="list-style-type: none"> • Function of the human body 	<u>Biology</u> <ul style="list-style-type: none"> • Further classification.
Physical Education: <ul style="list-style-type: none"> • Gymnastics • Invasion games– Netball 	<ul style="list-style-type: none"> • Gymnastics • Invasion games– Tag Rugby 	<ul style="list-style-type: none"> • Dance • Net and wall– Tennis 	<ul style="list-style-type: none"> • Dance • Net and wall– Badminton 	<ul style="list-style-type: none"> • Athletics • Striking and fielding– Cricket 	<ul style="list-style-type: none"> • Captures games & orienteering • Striking and fielding– Rounders

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Geography: <u>Improving our environment</u> What might our environment look like in the future? Include examples of renewables (wind/solar) Land use, types of settlement, our effect on the environment. Sustainable settlement.	Geography Maps, atlases and mapping skills History: <u>European history: Settlements by Anglo-Saxons.</u> What was life like for the Anglo – Saxons? What can we learn about the Anglo-Saxons from what we see today?	History: <u>European history-Viking Invasion</u> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (and his death in 1066) Why do the Vikings have a violent reputation and, do they deserve it?	History: <u>A local history study WW2 – The Blitz and impact on Britain</u> How has Britain’s past shaped who we are today?	Geography: <u>On the move</u> Compare two different region (study of Indian slum (Dharavi, Mumbai) to European refugee camp. Settlement use, why people move, human/physical features (rural-urban migration) SATs preparation/ SATs testing.	Geography: <u>On the move</u> <u>I am a geographer</u> Geographical study and investigation e.g. As a member of the local council, what would you build on this land in our local area and why? Fieldwork, surveys and presentation required.
Art & Design: Sketching, stencils, and graffiti art (roller print) .	Design Technology Mechanical systems– automated toy using cams.	Design Technology Electrical systems– car driven by motor. Art & Design: Self– portraits/ sketching skills– eyes and mouth.	Design Technology: Cooking and nutrition– WW11 3 course meal Art & Design:	Art & Design: Drawing, pencil grades, scale & perspectives.	Design Technology: Structures– playground Art & Design: Sculptures and 3D models
Computing: <u>We are advertisers</u> <i>Creating a short television advert.</i>	<u>We are travel writers</u> <i>Using media and mapping to document a trip.</i>	<u>We are network technicians</u> <i>Exploring computer networks including the internet.</i>	<u>We are computational thinkers</u> <i>Mastering algorithms for searching, sorting and mathematics.</i>	<u>We are adventure gamers</u> <i>Making a text-based adventure game.</i>	<u>We are publishers</u> <i>Creating a yearbook or a magazine.</i>
Music: Composing a rap about oneself and arrange a musical accompaniment keeping a steady beat.	Music: Composing a Blues Song– using twelve bar Blues chord progression. They will also learn about the life and Music of Tchaikovsky.	Music: Composing using Garage band. (IT– on iPads). Dimensions of Pitch, Dynamics, Duration, Structure, Timbre, Tempo and Texture	Music: Learn about Ragtime Music and Music for Silent Movies.	Music: Children will consolidate their understanding of the dimensions of pitch, dynamics, duration structure, timbre and tempo texture.	Music: Prepare music and songs for end of year performance.