

# YEAR 6 CURRICULUM 2023-24

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
History	<p style="text-align: center;"><b>Blitz and Blackout - World War Two</b> (British history)</p> <p>Why did Britain have to go to war in 1939? Why was it necessary for children to be evacuated and what was evacuation really like? How was Britain able to stand firm against the German threat? How did people manage to carry on normal life during the war and how do we know? Why is it so difficult to be sure what life on the Home Front was really like? What was VE day really like?</p> <p>BHM: Bristol Bus Boycott</p>	<p style="text-align: center;"><b>Empire Windrush and Caribbean migration</b> (British History)</p> <p>When and why were African people enslaved in the Caribbean region? What do these historical sources reveal about the life experiences and contributions to society achieved by the African and Caribbean people? What was military life like for Caribbean service men and women? Why was the arrival of the Empire Windrush such an important story? What could have been in place to prepare both groups for the changes they would experience? How have the events from the Windrush period affected this country today?</p>	<p style="text-align: center;"><b>Early Islamic civilization</b> (Ancient history)</p> <p>Why do you think it is important to study Islam in this period, c.900? How on earth were the Arabs able to spread so far, so quickly, within just a century of the Prophet Muhammad's death? What can we learn about Islam from the way they set up the capital at Baghdad? In its Golden Age, ten times more people lived in Baghdad than in London. So what was so special about it and how can we possibly know? Just how amazing was daily life for rich people in Islamic cities? Which of the early Islamic achievements has most effect on our lives today?</p>
Geography RGS	<p style="text-align: center;"><b>Enough for Everyone – Energy and Environment</b></p> <p>What do we need? Where does our power come from? Renewable or non-renewable? Where does our food come from? How do we conserve resources? Is there enough?</p>	<p style="text-align: center;"><b>Water world</b></p> <p>What is the journey of a river? How does flooding occur? Can we map the River Thames? What is the source and mouth of the Thames? How is a waterfall formed? Can you explain the water cycle?</p>	<p style="text-align: center;"><b>Map skills</b></p> <p>Reading globes, maps, floor plans, bird's eye view Large and small scale maps, mapping the school British Isles, UK, and GB differences, Capital cities, compass directions Ordnance survey maps, 4-digit reference Contour maps – match and make 6 digit ordnance survey map</p>
Maths	<p>Place Value Addition, subtraction, multiplication and division Fractions A Fractions B Converting units</p>	<p>Ratio Algebra Decimals Fractions decimals and percentage Area, perimeter and volume Statistics</p>	<p>Shape Position and direction Themed projects, consolidation and problem solving</p>
Literacy	<p>Focus: Rose Blanche; The Piano; The Dairy of Anne Frank Outcomes for writing: First person narratives Poetry: Matilda who told lies and who was burned to death by Hillaire Belloc</p>	<p>Focus: Kensuke's Kingdom by Michael Morpurgo Outcomes for writing: discussion text; descriptive writing; informal letter Poetry: The Tyger by William Blake The Eagle by Alfred Lord Tennyson</p>	<p>Focus: Non-fiction reading and writing; Alma (Literacy Shed) Outcomes for writing: Narrative, Non-chronological reports Poetry: Invictus by Ernest Henley (Leaver's Assembly)</p>
Reading Spine	<p>Clockwork by Phillip Pullman; Once by Morris Glitzman The Arrival by Shaun Tan</p>	<p>River Boy by Tim Bowler</p>	<p>Holes by Louis Sachar; The Hobbit by JR Tolkien; Skellig by David Almond</p>
RE LDBS SOW	<p>Journey of Life and Death Remembrance How would Christians Advertise Christmas? Courageous advocate: Malala Yousafzai Charity: Water Aid</p>	<p>What does it mean to be a Buddhist? The Contemporary Anglican Church How does the Christian Festival of Easter offer Hope? Courageous advocate: Malala Yousafzai Charity: Water Aid</p>	<p>Liturgy Rules and Responsibility (The Bridging Unit Version A+B) Courageous advocate: Malala Yousafzai Charity: Water Aid</p>
Science SNAP	<p>Light – Light up your world (Snap) Electricity – Danger! Low voltage (SNAP)</p>	<p>Animals, including humans Living things and their habitats</p>	<p>Evolution and Inheritance</p>

ICT	Junior Jam iJam Unit 4 iProgram Unit 4 Esafety: Connecting our Worlds		Junior Jam iAnimate Unit 4 iOffice Unit 4 Esafety: Connecting our Worlds		Junior Jam iCommunicate Unit 4 iTech Cyber Security Unit 4 Esafety: Connecting our Worlds	
Art Access	Shadow puppets linked to Science Graphicy inky sill lifes Cubist still life		Set design Exploring portraits using different mediums Manga comics		Seats Pinch pots and Wave bowls	
DT Projects on a page	Electrical Systems - More complex switches and circuits (build on from Y4)		Set Design linked to Art		Food - Celebrating Culture and Seasonality	
Music Junior Jam	Music Theory with Keyboards L4 Singing L4		Songwriting with Glockenspiels L4 Electric drumming L4		African drumming L4 Ukuleles L1	
PSHCE Jigsaw	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
PE Get Set 4 PE	West Ham		Swimming		Swimming	
MFL French	Junior Jam L 1 Unit 4 and 5		Junior Jam L1 Unit 6 and 1		Junior Jam L 1 Unit 2 and 3	
Safeguarding	Online Safety in Computing Shadwell Fire station visit - Junior Citizen Fire drill training BREE project (prevent) Road safety workshop Sugar Smart campaign		Online Safety BREE project Health linked to PSHE		Online Safety Bree project RHE linked to PSHE	
Trips and Visits	The Docklands Museum Imperial War Museum		Maritime Museum/ Cutty Sark River Thames trip		V and A Chessington world of Adventures	
Promotion of British Values SMSC	Rule of law – safety and well-being, being responsible Tolerance of others with different faiths or beliefs Mutual respect		Individual liberty Tolerance of those with different faiths or beliefs Mutual respect		Democracy linked to The Other Side of Truth Tolerance of others with different faiths or beliefs Mutual respect	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i> ] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i> ].					
Sentence	Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech]					
Text	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i> ], and <b>ellipsis</b> Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]					
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i> ] Use of the colon to introduce a list and use of semi-colons within lists <b>Punctuation</b> of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]					
Spelling	Endings which sound like /ʃəs/ spelt –cious or –tious Endings which sound like /ʃəl/ Words ending in –ant, –ance/–ancy, –ent, –ence/–ency Words ending in –able and –ible Words ending in –ably and –ibly Adding suffixes beginning with vowel letters to words ending in –fer Use of the hyphen					

	Words with the /i:/ sound spelt ei after c Words containing the letter-string ough Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Homophones and other words that are often confused
Terminology for pupil	subject, object, active, passive , synonym, antonym , ellipsis, hyphen, colon, semi-colon, bullet points

\*For detailed information regarding the NC for your year group, see separate planning documents.