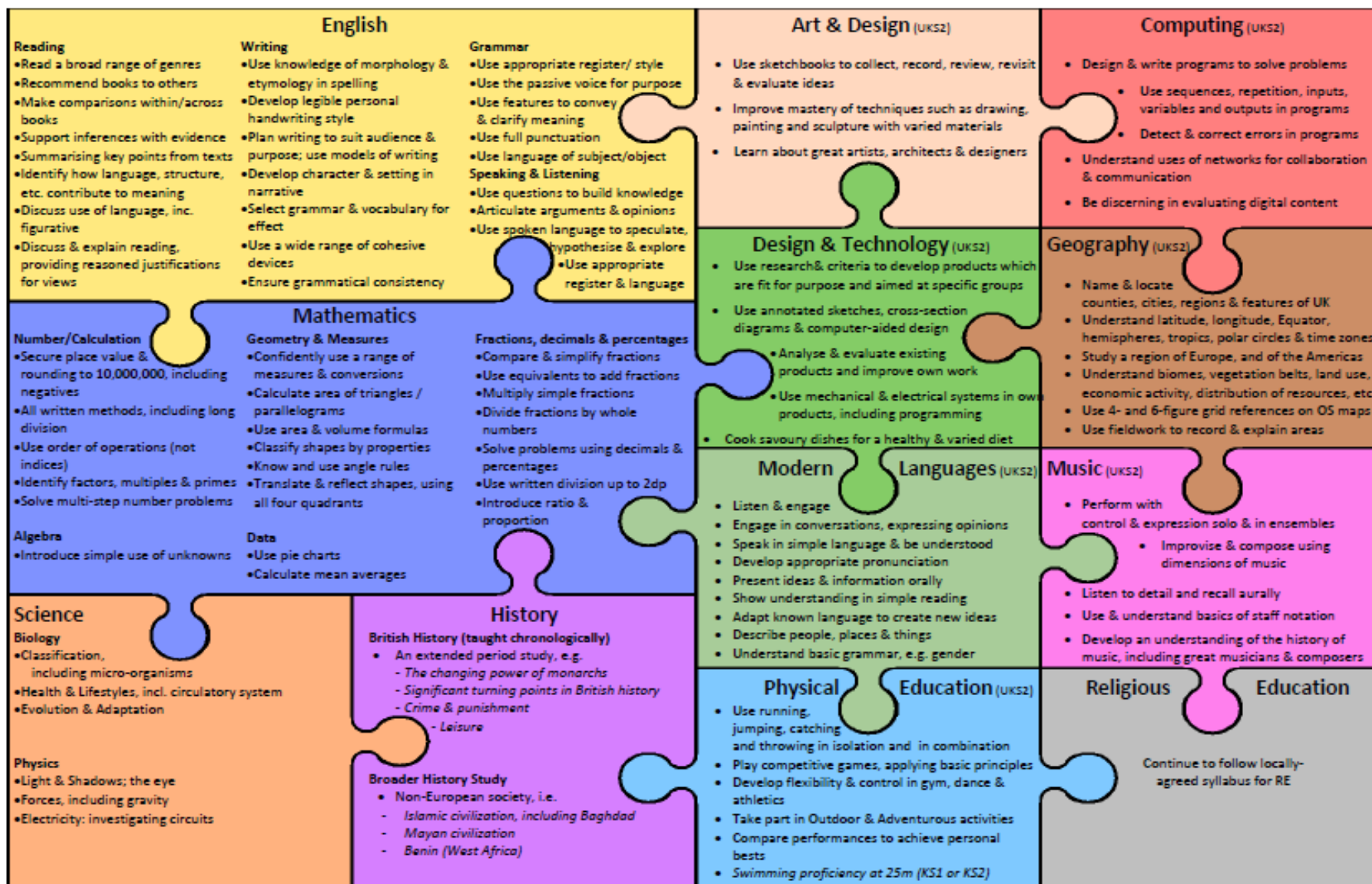


Curriculum Overview for Year 6



Curriculum Coverage 2016-2017

Year 6

	Autumn		Spring		Summer	
Project Title	Canopy of the Maya		Mummifying Madness			
Essential Question	What can we learn from them and how are they connected?		Ancient Egyptians... Awesome or awful?			
Purpose/Outcome	Biome speaking and listening presentation Audience: Y5		Exhibition at Hanley Museum			
Text	Narnia (discrete)		To be decided...			
Topic Name	Rainforest & Mayans Link		Ancient Egyptians		Topic and or text to suit children's interest	
Topic Overview	Geography/History		History		Y6 production Play - drama Y6 Leavers assembly - using media	
Geographical vocabulary link to N.C	Climate zones, biomes, vegetation belts, settlements, land use, trade, natural resources, energy, food, minerals, water					
WOW Experience	Rainforest experience - Chester Zoo	Manchester Museum World Museum Liverpool - Egyptian workshop & museum.				Year 6 Performance
History	Ancient Mayan civilisation - A non-European society that provides contrast with British history and the Mayan civilisation - AD.900	The achievements of the early civilisations, an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt.				

<p>Geography</p>	<p>Physical Geography Including climate zones, biomes and vegetation belts and the water cycle.</p> <p>Human geography, including types of settlement, land use, economic activity including trade links – wood from Rain forests.</p> <p>Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere and the tropics of cancer & capricorn.</p>	<p>Physical Geography – Rivers – Nile – transport of goods</p> <p>Human Geography – Land use farming</p> <p>Identify the position and significance of latitude , longitude, equator, northern hemisphere, southern hemisphere and the tropics of cancer & Capricorn</p> <p>Locate the worlds countries</p> <p>Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere and the tropics of cancer &Capricorn.</p>			
<p>Science-</p>	<p><u>Living things and their habitats</u> *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. *Give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>Evolution & Inheritance</u> *Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. *Recognise that living things produce offspring of the same</p>	<p><u>Animals including humans</u> *Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. *Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. *Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Revision of KS2 science.</p>		

	<p>kind, but normally offspring vary and are not identical to their parents. *Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>		
<p>Art & Design</p>	<p>Children should be taught to:-</p> <ul style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of art & design techniques including drawing, painting & sculpture with a range of materials (eg. pencil, charcoal, paint, clay) About great artists, architect and designers in history. 		
<p>Art & Design</p>	<p>Build something from Mayan? Pastels - Rainforest flowers Artist – Henri Rousseau (rainforest pictures) Mayan Masks</p>	<p>To add embellishments and decorations to enhance a form or sculpture</p>	
<p>Design & Technology</p>	<p>Children should be taught to:-</p> <p>Design</p> <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. <p>Make</p> <ul style="list-style-type: none"> Select and use a wider range of tools and equipment to perform practical tasks (eg. cutting, shaping, joining & finishing) , accurately. Select from & use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> Investigate & analyse a range of existing products. 		

	<ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria & consider the views of others to improve their work. <p>Understand how key events and individuals in design & technology have helped to shape the world.</p>				
<p>Design & Technology Using these skills you need to think of design & technology projects to coincide with your topic.</p>		<p>Canopic Jars - clay</p> <p>Use paint techniques characteristic of a specific genre.</p>			
<p>RE</p>					
<p>PSHE</p>	<p>New Beginnings</p>	<p>Relationships Good to be Me</p>	<p>Keeping Safe</p>	<p>Growing Up</p>	<p>Moving on</p>
<p>Significant people</p>	<p>Artist - Henri Rousseau (3D rainforest pictures) Scientist Charles Darwin - link to Science</p>	<p>Structures - The Great Pyramid of Giza</p>			

