YEAR 6 CURRICULUM OVERVIEW

MAYANS, VIKINGS AND ANGLO-SAXONS

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH *see detailed English curriculum map*	**KEY TEXT:** Kensuke's Kingdom	**KEY TEXT:** subversive fairytales	**KEY TEXT:** Skellig	**KEY TEXT:** Way Home	**KEY TEXT:** Romeo and Juliet	**KEY TEXT:** Harry Potter and the Philosopher's Stone
HISTORY	**A non-European Society** e.g. Mayan civilisation *a non-European society that provides contrasts with British history* (one study chosen)		**The Vikings and Anglo-Saxons** *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor*			
GEOGRAPHY		**Region in North or South America** e.g. Mexico/ Guatemala/Belize (Central America) *Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities* *Identify the position*			*Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*	

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		and significance in latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, Prime/Greenwich Meridian and time zones (including day and night)				
RE	Choices	Christmas: what if?	Sacred Texts	Birth	Rites of passage	The individual: who am I?
ART	**Mayan art** e.g. 2D carvings in clay to create tablets; focus on line and pattern *To improve mastery of art and design techniques including drawing and sculpture with a range of materials* e.g. clay	**Portraits** e.g. Frieda Kahlo (Mexico) *Use sketch books to record their observations and use them to review and revisit ideas* *Learn about great artists*	**Jewellery /weaponry designs** (History/DT link) e.g. based on Viking/Anglo Saxon artefacts *Improve their mastery of art and design techniques with a range of materials*			
COMPUTING	**Programming and solving problems**	**Blogging and creating a**	**Online media**	**Coding**	**Spreadsheets** Party Time!	**Computer terminology**

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	Have fun with Scratch **How a search engine works**	**presentation** **Internet scenarios**				**Stop frame animation**
DT				**Viking ships/shields** (History/Art link) e.g. based on Viking/Anglo Saxon artefacts *Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately* *Can do this instead of or alongside Spring art unit	**Fairground/Moving vehicles** (Science link to Electricity unit) e.g. design fairground rides or moving vehicles using circuits and motors etc *Understand and use electrical systems in their products [e.g. series circuits, incorporating switches, bulbs, buzzers and motors]* *Apply their understanding of computing to program, monitor and control their products*	

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PE	Gymnastics	Striking and fielding	Dance	Athletics	Invasion games	Net and wall game
SCIENCE See Science Programmes of Study for objectives and non-statutory guidance	**Light**	**Electricity** (DT link - knowledge will be revised in summer term)	**Animals, including Humans**	**Evolution and inheritance** (Literacy link)	**Living things and their habitats**	
SCIENCE Related methods, processes and skills (Statutory)	These skills are incorporated across the units and year ▪ Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ Recording data and results of increasing complexity using scientific diagrams and labels, classifications keys, tables, scatter graphs, bar and line graphs ▪ Using test results to make predictions to set up further comparative and fair tests ▪ Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ▪ Identifying scientific evidence that has been used to support or refute ideas or arguments					