
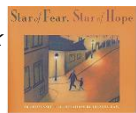


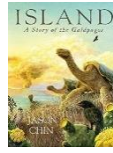

















# Curriculum Overview

## Year 6 – Route A

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Main Theme	<b>Who got what in the Anglo Saxon and Viking struggle for England?</b>		<b>What is it like in South America?</b>		<b>Medicine and Diseases</b>	<b>All That I Am</b>
English 	<b>Star of Fear, Star of Hope</b> Narrative Flashback 	<b>Lost Happy Endings</b> Fiction 	<b>Arthur and the Golden Rope</b> Myth 	<b>Island</b> Journalistic Writing Discussion 	<b>Manfish</b> Biography 	<b>Radiant Child</b> The Story of Young Artist Joon Michel Basquiat Information 
Maths 	Place Value Addition and Subtraction Multiplication and Division Fractions Measurement		Ratio Algebra Decimals Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics		Shape Position and Direction Themed projects, consolidation and problem solving	
RE 	Kingdom of God CAFOD: The common good	Justice	Exploring the Mass Other Faiths	Jesus the Son of God	The Transforming Spirit	Called to Serve
Science 	Y5 Properties of materials	Y5 Types of change	Y6 Electricity	Y5 Life Cycles	Y6 Evolution and inheritance	Y6 Our bodies
Computing 	<b>Systems and searching</b> Recognising IT systems in the world and how some can enable searching on the internet	<b>Video production</b> • Planning, capturing, and editing video to produce a short film	<b>Selection in physical computing</b> Exploring conditions and selection using a programmable microcontroller.	<b>Flat-file databases</b> Using a database to order data and create charts to answer questions.	<b>Introduction to vector graphics</b> Creating images in a drawing program by using layers and groups of objects	<b>Selection in quizzes</b> Exploring selection in programming to design and code an interactive quiz.
PE 	Basketball Dance	Football Netball	Hockey OAA	Dodgeball/swimming Gymnastics	Striking and Fielding (Rounders/Cricket) Athletics	Net and Wall (Tennis /Badminton) Athletics

<p><b>Geography</b></p> 	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Understand. Locate major cities in the UK and Europe. Explain why invaders chose to settle where they did. Consider how invaders used the land to their advantage.</p>		<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Name and locate the countries of South America. Identify key geographical features such as mountains and rivers. Create both human and physical maps of a continent. Locate important cities throughout the continent.</p>	<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Locate a position within the continent using a grid reference. Begin to use longitude and latitude. Use geographical terminology to locate a position Use and understand the term hemisphere.</p>		
<p><b>History</b></p> 	<p>Study the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Use the terms BC and AD confidently. Understand why the Anglo Saxons came to Britain. Create a map to show how the Anglo Saxon Empire spread. Compare and contrast a map of Anglo Saxon times and modern Britain. Ask questions about a historical figure -Alfred the Great. Investigate Viking longboats Understand how the Vikings gained control of North East England Understand how the Vikings sourced food.</p>		<p>A non-European society that provides contrasts with British history. Look at explorers and their discovery of South America. Look at the life of Hernan Cortez and learn about his journey to Mexico. Understand the influence that European settlers had on shaping South America e.g. introduction of Spanish and Portuguese and European cultures.</p>		<p>Study changes in an aspect of social history Understand how different civilisations approached medical care Understand how civilisations were influenced by each other. Study the work of people who made a significant contribution to modern medicine</p>	<p>Look at changes in living memory. Compare their lives to that of their parents and grandparents. Create a time capsule from their time at St Joseph's. Consider what life will be like in the future. Write their own autobiography looking back on their life.</p>
<p><b>Music</b></p> 	<p><b>What shall we do with the drunken sailor? •</b> Sea shanties, Beat, Rhythm, Chords, Dot notation</p>	<p><b>Why we sing</b> Gospel music, Structure, Texture, Vocal decoration <b>Introduction to song writing</b> Structure, Hook, Lyric writing, Melody</p>	<p><b>Madina tun nabi</b> Nasheed (Islamic song), Drone, Melody, Harmony, Chords</p>	<p><b>Building a groove</b> Beat, Rhythm, Basslines, Riffs  <b>Época</b> Texture, Articulation, Rhythm, Tango</p>	<p><b>Baloo baleerie</b> Lullaby, 3-time, Pentatonic scale, Question and answer, Accompaniment</p>	<p><b>Kis nay banaayaa</b> A song from India/Pakistan, Soundscape, Melody/ harmony, Accompaniment</p>
<p><b>Art</b></p> 	<p><b>Sculpture:</b> Anglo Saxon jewellery or body armour. Use clay or card to reproduce in this style. Think about metallic colours to use to paint and discuss why they were a certain way.</p>		<p><b>Painting with texture:</b> <u>Tingatinga art</u> – recreate images in this style. Explore texture and cultural artwork. Touch on the effect the texture has/use of colours. Review the work and discuss.</p>		<p><b>Printing :</b> <u>Artist study:</u> Banksy style art – investigate the impact of 'graffiti' and create own. What does it represent – review.</p>	<p><b>Drawing:</b> <u>Artist Study – Giacometti</u> - Self portraits children can use charcoal and more detail. Discuss effect.</p>
<p><b>Design and Technology</b></p> 	<p><b>Create an Anglo-Saxon longboat.</b> Research/Design/Create and Evaluate cycle. Design own longboat using annotated sketches and cross-sectional diagrams. Include a sail that is controlled by a pulley.</p>	<p><b>Sew a Viking brooch.</b> Research/Design/Create and Evaluate cycle. Design your own viking brooch using Vector drawing (CAD) Create a pattern piece.</p>	<p><b>Create a south American Dish</b> Research/Design/Create and Evaluate cycle. Cook a repertoire of predominantly savoury dishes Become competent in a range of cooking techniques. Understand the source, seasonality and characteristics of a broad range of ingredients.</p>		<p><b>Create a wire loop game</b> Research/Design/Create and Evaluate cycle. Make own wireloop game using a range of tools and materials. Understand and use electrical systems in their products – eg buzzers</p>	

<p>MFL</p> 	<p><b>All about School</b> Feelings Personal information School subjects Expressing opinions using "because"</p>	<p><b>Time in the City</b> Facts about a France city Nouns for places including shops Ask for a ticket to a tourist attraction Simple directions Nouns for presents Design a Christmas jumper</p>	<p><b>Healthy Eating</b> Fruit and vegetables Role play Prices of fruit and vegetables Follow instructions to make a fruit salad</p>	<p><b>Clothes</b> Items of clothing Identify part of the verb "porter" (to wear) Describe clothes using adjectives and colours Design a sports kit</p>	<p><b>Out of this World</b> Revisit colours, numbers, months and days Ask and answer questions about someone's identity Name planets Create a planet Write an information poster about a planet</p>	<p><b>Going to the seaside</b> Find out about beaches in France Items to take to the beach Perform an advert about the seaside Facts about the seaside</p>
<p>RSE/PSHE</p> 	<p>UKS2.1.1 Calming the storm.</p>	<p>UKS2.2.1.1: God is Calling You</p>	<p>UKS2.2.2.1 Under Pressure UKS2.2.2.2 Do You Want a Piece of Cake? UKS2.2.2.3 Self-Talk UKS2.1.4.4 Hope beyond Death (link to Easter)</p>	<p><b>*YR5 ONLY*</b> UKS2.2.3.1 Sharing isn't always caring UKS2.2.3.2 Cyberbullying <b>*YR6 ONLY*</b> UKS2.1.4.1 Making Babies (Part 1) UKS2.1.4.3 Menstruation</p>	<p>UKS2. 2.3.3 Types of abuse</p>	<p>UKS2.3.1.1 The Holy Trinity UKS2.3.1.2 Catholic Social Teaching</p>
<p>P4C</p> 	<p><b>Reviewing the enquiry process</b> Concept stretching. Looking for concepts and important words in questions. Can make connections between ideas Asking philosophical questions Aware of P4C thinking skills and using language developed from them Can speak about experiences and feelings</p>		<p><b>Refining class questions</b> Building the community of enquiry - What is still missing? What can we do differently? Use questioning techniques to identify concepts and important vocabulary Can suggest new ideas Can show an interest in other people's opinions</p>		<p><b>Beginning to find alternative possibilities to support point of view</b> Asking philosophical questions with greater clarity. Understanding basic logic and reasoning. Justifying opinion with reason and evidence Can say what they think even if it differs to others Can be open minded and can say when their opinion has changed and why</p>	