



The Oaks Primary School

Curriculum Overview 2023-2024

Year 6

Term	Autumn 1 6/9 – 30/10 7 ½ weeks	Autumn 2 6/11 – 22/12 7 weeks	Spring 1 8/1-16/2 6 weeks	Spring 2 and Summer 1 26/2-28/3 15/4-24/5 5 weeks 5 weeks	Summer 2 3/6-19/7 7 weeks
Project Title	When the Bombs Fell	Road to Rio	Pole to Pole	Darwin's Discoveries	The Mysterious Maya
Curriculum Drivers	History	Geography	Geography	Science	History
Science	<p>Recognise that light appears to travel in straight lines.</p> <p>Explain that objects are seen because they give out or reflect light into the eye.</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>
Geography Fieldwork		<p>Locate the world's countries, using maps to focus on South America</p> <p>Identify key human and physical characteristics, countries, and major cities within South America</p> <p>Identify the position and significance of latitude, longitude, Greenwich Meridian and time zones</p>	<p>Describe and understand key aspects of human and physical geography, including: climate zones, biomes and vegetation belts</p> <p>Identify the position and significance of latitude, longitude, the Arctic and Antarctic Circle</p> <p>Suggest geographical questions for investigating</p>		<p>Use 8 compass points confidently and accurately</p> <p>Use 4 figure coordinates confidently and accurately and begin to use 6 figure grid references</p> <p>Hand draw or use digital mapping tools to draw maps at a range of different scales</p>

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		<p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America</p>	<p>Use and identify primary and secondary sources of evidence in their investigations</p> <p>Investigate places with an emphasis on comparison and data collection</p> <p>Collect and record data from fieldwork enquiries unaided</p> <p>Use digital mapping to support fieldwork aims and findings</p> <p>Analyse evidence and draw conclusions e.g. looking for patterns and explaining reasons behind it</p> <p>Confidently use and select maps and digital maps of different scales to find places (E.g. Amazon river)</p> <p>Select atlases and digital maps to find out about other features of places. (e.g. biomes, climate zones, vegetation belts)</p>		<p>Use/recognise OS map symbols, topographical lines and lines of latitude/longitude on atlas maps</p> <p>Use a large scale/OS map to follow a route and describe the features shown</p>
<p>History Concepts</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 For example:</p> <ul style="list-style-type: none"> •a significant turning point in British history, e.g. the first railways or the Battle of Britain <p><i>Children at The Oaks will learn all about the Battle of Britain and the impact of World War II on the homefront.</i></p>				<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>



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	<p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Society/Culture Government/Power Achievements/Legacy</p>					<p><i>Children at The Oaks will learn all about The Mayan Civilisation</i></p> <p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Place current study on time line in relation to other studies</p> <p>Link sources and work out how conclusions were arrived at</p> <p>Confidently use the library and internet for research</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of the past</p> <p>Suggest omissions and the means of finding out</p> <p>Society/Culture Government/Power Achievements/Legacy</p>
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DT		Designing and Making: Christmas Tree Decorations/calendar Textiles Using computer aided design in textiles			Electrical Circuits: More complex switches and circuits including programming monitoring and control	Designing and Making: Healthy Tacos Food Celebrating culture and seasonality
Art	Drawing: <ul style="list-style-type: none"> • Develop their own style of drawing and awareness of line, tone, pattern, texture • Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why • Use sketchbooks to collect, record and plan for future works • Develop further simple perspective in their work using a single focal point and horizon • Develop an awareness of composition, scale and proportion in their paintings 	Textiles/Collage: <ul style="list-style-type: none"> • Develop skills in stitching, cutting and joining • Match the tool to the material • Use different grades of threads and needles • Experiment with batik or felt techniques • Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects 		3D Form: <ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination • Use recycled, natural and manmade materials to create sculptures • Plan a sculpture through drawing and other preparatory work • Develop skills in using clay including slabs, coils, slips, etc. • Produce intricate patterns and textures in a malleable media 		
Significant Individuals	Winston Churchill Anne Frank Mahatma Ghandi Margerete Steiff	Romero Britto Pele	Ernest Shackleton Al Sylvester Carl Linnaeus	Charles Darwin	Rosalind Franklin	William Kamkwamba
Distance Writes	Explanation Texts – Light Non-chronological reports WW2 Setting Description – The Blitz	Non-Chronological Reports – Brazil Informal Letters/Postcards	Persuasive Letter – Climate Change Non-Chronological Report – Biomes	Biography – Charles Darwin	Explanation Texts – Evolution	Non-Chronological Report – Maya



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Reading Texts	What We'll Build Holes	Pig Heart Boy	Shackleton's Journey	Darwin's Dragons	The Giant's Necklace	The Boy Who Harnessed the Wind
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me Relationships		Changing Me
RE Inc Christian Theme	Why do Hindus want to be good?		2b.2 CREATION/ FALL: Creation & Science – Conflict or Complimentary?	2b.6 SALVATION: What did Jesus do to save Human Beings? Easter	2b.6 KINGDOM OF GOD: For Christians what kind of King is Jesus?	How does faith help people when life gets hard?
Forest Schools	Light and Shadows WW2 Shelters		Living things and their Habitats		Plant Adaptations	
Educational Visits/Visitors in school Community Links Wow Days	Robin Wood KS2 New Recruits Spanish WOW Day National Holocaust Centre	Heart Dissection Bolton Hospice Elf Run	Al Sylvester Antarctic Explorer Local Area Fieldwork Visit	Sports and Health WOW Week		Production London Transition Visits