West Cornforth Primary School Curriculum Framework Overview Year 6 2018-2019

	Autumn	Spring	Summer
Theme	TECHNOLOGICAL ADVANCES THROUGH THE AGES	MARVELLOUS MAYA	THE WONDER OF NORTH AMERICA
National and whole school events	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity – LGBT, Diwali Gunpowder Plot, Remembrance Spiritual and Moral – Christmas	World Book Day Chinese New Year Martin Luther King Day Holocaust Memorial Safer Internet Day Diversity – LGBT, St George's Day St David's Day and St Patrick's Day Easter	Refugee Week Enterprise – school summer fair Community; caring for others, social responsibility –, Diversity – LGBT Road safety, sun safety, water safety- visitors.
Experiential Learning	**Life Centre- Robots** **Theatre Visit**	RE VISITORS: Reverend Paul Tyler -pgetyler@hotmail.com Captain Lynne Davis – captainlynne@gmail.com lynnedavis@salvationarmy.org.uk	**Cathedral Trip - leavers**
Parental involvement	Times tables, spelling and reading Class assembly –The History of Technology	SATS REVISION	SATS REVISION Class assembly- Leavers' assembly
English	Explanation text- The Water Cycle (Geography link) Explanation linked to evolution and inheritance (Science link) Non- chronological report- The History of technology (History link) Discursive argument and debate –Creation – science versus religion (Science link) Poetry- Narrative poetry	Non- chronological report- how we see. (Science link) Poetry- The power of Imagery Explanation text How a pinhole camera works (Science)	Non- chronological reports- Native Americans Persuasive writing- Visit North America (Geography link) Letter writing –Tornados (Geography link) Non- chronological reports –The impact of Earthquakes (Geography link) Diary writing – My North American Adventure (Geography link) Persuasive writing – trade links (Geography link)

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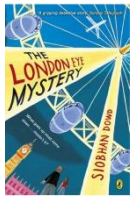
<table>
<tr><td></td><td colspan="2"></td><td colspan="2"></td><td colspan="2">Poetry- Finding a voice- reading poetry aloud</td></tr>
<tr><td>Quality Texts</td><td colspan="2">The London Eye mystery
 
The reader is kept in suspense throughout this humorous adventure which centres around the capital's landmark visitor attraction. Ted and his sister Kat test out their theories and follow up clues to solve the inexplicable disappearance of their cousin Salim, who failed to re-emerge after boarding the London Eye. Through the character of Ted and his 'special brain which runs on its own unique operating system', we share the delights and frustrations of someone who thinks very literally.
Narrative text
Play scripts
Pavee and the Buffer Girl
Stories from other countries
 
Jim and his family have halted by Dundray and the education people have been round mouthing the law. In school the Traveller kids suffer at the hands of teachers and other pupils alike, called 'tinker-stinkers', 'dirty gyps' and worse. Then the punches start. The only friendly face is Kit, a settled girl who takes Jim under her wing and teaches him to read in the great cathedral chamber of the cave below the town. With Kit and the reading, Jim seems to have found a way to exist in Dundray, but everyday prejudice and a shocking act of violence see his life uprooted once again.</td><td colspan="2"> 
Thousands of years ago, the land is one dark forest. Its people are hunter-gatherers. They know every tree and herb and they know how to survive in a time of enchantment and powerful magic. Until an ambitious and malevolent force conjures a demon: a demon so evil that it can be contained only in the body of a ferocious bear that will slay everything it sees, a demon determined to destroy the world. Only one boy can stop it - 12-year-old Torak, who has seen his father murdered by the bear. With his dying breath, Torak's father tells his son of his burden. He must lead the bear to the mountain of the World Spirit and beg that spirit's help to overcome it. A terrifying quest in a world of wolves, tree spirits and Hidden People, a world in which trusting a friend means risking your life.</td><td colspan="2">Stories from other cultures
 
Inspired by the true story of an African childhood lived on the edge of destitution, award-winning Elizabeth Laird's The Garbage King takes readers on an unforgettable emotional journey.

When Mamo's mother dies, he is abandoned in the shanties of Addis Ababa. Stolen by a child-trafficker and sold to a farmer, he is cruelly treated. Escaping back to the city, he meets another, very different runaway. Dani is rich, educated - and fleeing his tyrannical father. Together they join a gang of homeless street boys who survive only by mutual bonds of trust and total dependence on each other.
Letter writing
Diary writing</td></tr>
<tr><td>Maths</td><td colspan="2">Lancashire Grid for Learning Curriculum 14

Using an 8-point compass- Geography link
Sorting diagrams and logic diagrams- classification (Science link)</td><td colspan="2">Lancashire Grid for Learning Curriculum 14
Mayan numerical system (History link)
Accurate measurement of shadows (Science link)</td><td colspan="2">Lancashire Grid for Learning Curriculum 14
Measuring miles between American cities – (Geography link.)
Cumulative line graph Route 66 (Geography link)

Fahrenheit and Celsius graph for American cities (Geography link)</td></tr>
<tr><td>Science</td><td>Evolution and Inheritance

I can recognise that living things have changed over time and that fossils provide</td><td>Living things and their habitats
I can describe how living things are classified into broad groups according to common</td><td>Light
I can use the idea that light travels in straight lines to explain that objects are seen because</td><td>Forces (levers/pulleys/gears)</td><td>SATS revision</td><td>Electricity
I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the</td></tr>
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	information about living things that inhabited the Earth millions of years ago I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Science through stories – See stem website One Smart Fish by Christopher Wormell provides a meaningful context for learning about adaptations and evolution. This is the perfect story to compare the lifecycles of different animals and plants.	observable characteristics and based on similarities and differences, including micro-organisms, plants and animals I can give reasons for classifying plants and animals based on specific characteristics. **Science Stories – The Vanishing Rainforest**	they give out or reflect light into the eye I can 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 I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects			circuit I can 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 I can use recognised symbols when representing a simple circuit in a diagram. Science through stories – See stem website Goodnight Mr. Tom This wartime story is ideal for exploring the uses of electricity and how circuits work.
	Skills **Discussing and Questioning:** Ask questions that have a clear scientific purpose. **Observing and Measuring:** Decide what type and the number of measurements are required. Select appropriate equipment from the range available. **Predicting:** Predict outcomes based upon scientific knowledge and understanding. **Recording in Tables:** Record results accurately, using appropriate headings. **Recording in Charts and Graphs:** Decide upon an appropriate method of recording. **Interpreting Results:** Start to explain patterns/draw		**Skills** **Discussing and Questioning:** Identify questions that cannot be investigated. Use scientific vocabulary regularly during discussions. Use a systematic approach to asking and answering scientific questions. **Planning:** Show how to vary one factor while keeping the rest the same. Use scientific vocabulary to identify the variables in the investigation. **Observing and Measuring:** Use appropriate range or sample of data. Begin to use decimal places in measurements.		**Skills** **Predicting:** Start to carry out preliminary work to refine predictions. **Fair Testing:** Set up a fair test, knowing what to change and what to keep the same. Know and explain why fair testing is important. **Observing and Measuring:** Use averages to present their findings. **Recording Charts and Graphs:** Present data as line graphs. Begin to use lines of best fit. **Evaluating Results:** Decide whether unusual readings were accurate or sufficient in number to provide a pattern.	

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	conclusions using scientific knowledge and understanding. **Evaluating Results:** Look at the results of repeat readings and suggest why we may get different results from the same test. Identify unusual/unexpected results.	**Recording tables** Use ICT to record results. Begin to record decimal places/averages	
History	**Extended Chronological Study** History of technology in the UK – chronology – the effect on life/jobs/economy etc. begin to make comparisons between the techniques they use themselves and those used by others. Skills Understand why different people have described the same event in different ways	**Early Islam or Mayan Civilisation or Benin** early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; or Benin (West Africa) c. AD 900-1300 Skills Begin to evaluate historical sources to identify what sources answer specific questions. Select and organise information to produce structured work, using appropriate historical vocabulary and dates	**Ancient Greece (or possibly mini topic after SATs).** **Hi2/2.4 Ancient Greece** Pupils should be taught a study of Greek life and achievements and their influence on the western world. Skills Use skills and knowledge gained to describe features of past societies and periods. Describe events, people and changes.
Geography	**Locational and place knowledge-** Locational Knowledge 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). Skills Offer suggestions as to why people make changes in their environments. Study environments of different sizes and scales. Present their findings in writing and in graphic form.		**North America** Human and physical geography- land use, economic activity including trade links, natural resources – comparing North America to the UK. Skills Compare environments and explain their similarities and differences. Awareness that people have a positive and negative impact on their environment. Use the skills and understanding they have acquired to study geographical themes. Offer suggestions for the ways in which different communities are linked, e.g. through trade or migration.
D.T.	**Mechanism**– create a technological mechanism link to London Eye.	**Structure** – link to science, create a pulley system to harvest crops	**Nutrition** Plan a series of healthy meals (diet/nutrition/food labels).
Art and Design	Collage Cubism – David Hockney. Use parts of the face to create a new face.	**Printing** – Maya art Investigating light/dark/shadow	Sketching the local area

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PE	**Games** Wide Attack QCA **Gymnastics** Group Dynamics QCA	**Games** Grid Rugby and Tag Rugby Durham **Dance**	**Dance** Making the Grade QCA **Gymnastics** Assessing Level 4/5 Unit 6 Tasks 1 and 2 Durham	**Games** Zone Rounders Durham **Gymnastics**	**Athletics** Distance Challenge Durham **Games** Long and Thin or Short and Fat QCA and Pairs Cricket Durham	Dance OAA Beat the Clock and Electric Fence Durham
Music	Charanga Unit –Living on a Prayer		Music through the decades.		*Musical scores from films inspired by books.*	
MFL	Unit 15 Our school Light Bulb Languages * Places around school *School subjects *telling the time		Unit 16 Light Bulb Languages Then and Now ·comparison of modern day settlements With those from a period in the past. *Writing a guide for tourists		Unit 17 Light Bulb Languages Monter un café- creating a café *drinks snacks and ice-creams	
R.E.	Why do people use ritual in their lives? What do the gospels tell us about the birth of Jesus?		What is religion? What concepts do religions have in common? Why are Good Friday and Easter Day the most important days for Christians?		So, what do we now know about Christianity? (exploration through the concepts) Bridging Unit	
PHSCE/SMSC	**Within class** **A new adventure and team.** Classroom charters, rights and responsibilities/ aspirations and targets. Role models Self-image **Turn that** **Frown Upside Down** Dealing with stressful situations **Be Friendly, Be Wise** Feeling the pressure, barriers to friendship **We've Got Rights!** Democracy and laws Developing thinking skills and promoting fairness, equality and openness through P4C sessions Macmillan coffee afternoon **Involvement**: working in secondary schools.		**Within class** Developing thinking skills and promoting fairness, equality and openness through P4C sessions Bike ability training. Attitude to drugs Peer pressure Help, advice & support **Involvement-** secondary liaison, inter and intra school sporting events, school council, after school clubs. **Assemblies-** see whole school assemblies programme 2018-2019		**Within class** Developing thinking skills and promoting fairness, equality and openness through P4C sessions Community – caring for others, social responsibility- promoting good manners and positivity- Cathedral Leaver's event and performance. Personal safety – risks & choices Media influences Inequalities – local and global communities **Money, Money, Money!** Enterprise and the world of work **Involvement**: secondary transfer, sporting events, after school clubs, Intergenerational Event.	

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	Assemblies- see whole school assemblies programme 2018-2019		
Computing Support	**Computer Science:** I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. I can solve problems in writing programs by decomposing them into smaller parts. Can accurately use procedures e.g. Lightbot or use of the broadcast command in scratch to run additional code or procedures within Micro bit (intermediate/advanced) https://makecode.microbit.org/lessons I can simulate physical systems. Use a loop and an if statement (Micro bit using movement sensor) https://makecode.microbit.org/lessons I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output. I can work with variables. Use a scoring system (e.g. a scratch game) which uses a variable (e.g. Score) to define winning conditions. Times Tables Game – maths link. I can work with different forms of input and output. Can create a single player game which uses a variety of inputs to control a player. Create a maths quiz. **IT:** I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. I can combine a variety of software to accomplish given goals on a range of digital devices. Can use another program to create content for presentation (e.g. edit a picture for use in PowerPoint) History of technology.	**Computer Science –** I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. I can use selection and repetition in programs. Can use selection to create a scoring system e.g. when an object is bumped in Kodu. I can use logical reasoning to explain how some simple algorithms work and detect and correct errors in them. Be able to annotate a simple flowchart (Flowol) or screenshot (Scratch or Micro Bit Block editor) to explain how it works. Screenshot work and get children to annotate their understanding. **IT:** I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. I can analyse and evaluate information and data. Can use a spreadsheet to automate calculations to solve simple problems. Maths link. **Digital Literacy:** **SWGFL** https://digital-literacy.org.uk/curriculum-overview.aspx/#yr6 I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. I can identify a range of ways to report concerns about content and contact. Knows how to screenshot and report bullying and block	**Computer Science –** I can understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration. I can understand the basic workings of computer networks including the internet. Can explain how packets are routed around the internet. I am able to communicate and collaborate using technology. Be able to independently use collaborative tools such as Google Docs or Office 365 to create a shared piece of work. Create a shared document on facts about North America. **IT:** I can select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. I can present data and information. Can confidently develop and present ideas to a group and match the work to the needs of the audience. Create an information fact file on healthy eating – make meals and photograph food and stages – present to class. **Digital Literacy:** **SWGFL** https://digital-literacy.org.uk/curriculum-overview.aspx/#yr56 I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. I can appreciate how search results are ranked. Effectively use a search engine with multiple criteria e.g. AND, OR to refine their search.

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	Digital Literacy: **SWGFL** https://digital-literacy.org.uk/curriculum-overview.aspx/#yr6 I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. I can understand the importance of using technology respectfully and responsibly. Know how to reduce the risks posed by the misuse of technology. Lesson 2: Super Digital Citizen English: Writing Develop ideas, themes, imagery, settings and/or characters when writing to imagine, explore and entertain. I can understand the importance of using technology safely. Is aware that apps share information and that settings need to be changed to limit visibility of personal information. Lesson 3: Privacy Rules Idea: Create a staying safe promo video, using scripts that the class has developed.	users. Lesson 1: Talking Safely Online English: Writing Composition Identify the audience for and purpose of the writing. Create their own compositions using appropriate grammar and punctuation so that meaning is clear. Lesson 5: Selling Stereotypes PSHE: Personal Wellbeing, critical reflection - reflect critically on their own and others' values. Lesson 4: What's Cyberbullying? PSHE: SEAL Getting on and falling out, Bullying - Say no to bullying, to recognize how their behavior affects other people, to realize consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities. English: Composition Plan their writing by noting and developing initial ideas, drawing on reading and research. Draft and write by describing the setting of feelings and atmosphere to convey the character.	He/she is discerning in evaluating digital content. Explain how they validated their information (e.g. checking on more than one site)
Online Safety	**Self-Image and Identity-** I can describe ways in which media can shape ideas about gender. I can identify messages about gender roles and make judgements based on them. I can challenge and explain why it is important to reject inappropriate messages about gender online. I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline. I can explain why I should keep asking until I get the help I need. **Online Relationships** – I can show I understand my responsibilities for the well-being of others in my online social group. I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). I can demonstrate how I would support others (including those	**Online Reputation -** I can explain how I am developing an online reputation which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation. **Online Bullying-** I can describe how to capture bullying content as evidence (e.g. **screen-grab**, **URL**, **profile**) to share with others who can help me. I can identify a range of ways to report concerns both in school and at home about online bullying. **Health, Well-Being and Lifestyle -** I can describe common systems that regulate age-related content (e.g. **PEGI**, **BBFC**, parental warnings) and describe their purpose. I can assess and action different strategies to limit the impact of technology on my health (e.g. **night-shift mode**, regular breaks, correct posture, sleep, diet and exercise).	**Managing Online Information -** I can use search technologies effectively. I can explain how search engines work and how results are selected and ranked. I can demonstrate the strategies I would apply to be discerning in evaluating digital content. I can describe how some online information can be opinion and can offer examples. I can explain how and why some people may present 'opinions' as 'facts'. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important. I can identify, flag and report inappropriate content.

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	who are having difficulties) online. I can demonstrate ways of reporting problems online for both myself and my friends. **Copyright and Ownership -** I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet.	I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).	**Privacy and Security -** I use different passwords for a range of online services. I can describe effective strategies for managing those passwords (e.g. **password managers**, acronyms, stories). I know what to do if my password is lost or stolen. I can explain what app permissions are and can give some examples from the technology or services I use. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. **scams**, **phishing**).