West Cornforth Primary School Curriculum Framework Overview Year 6 2019-2020
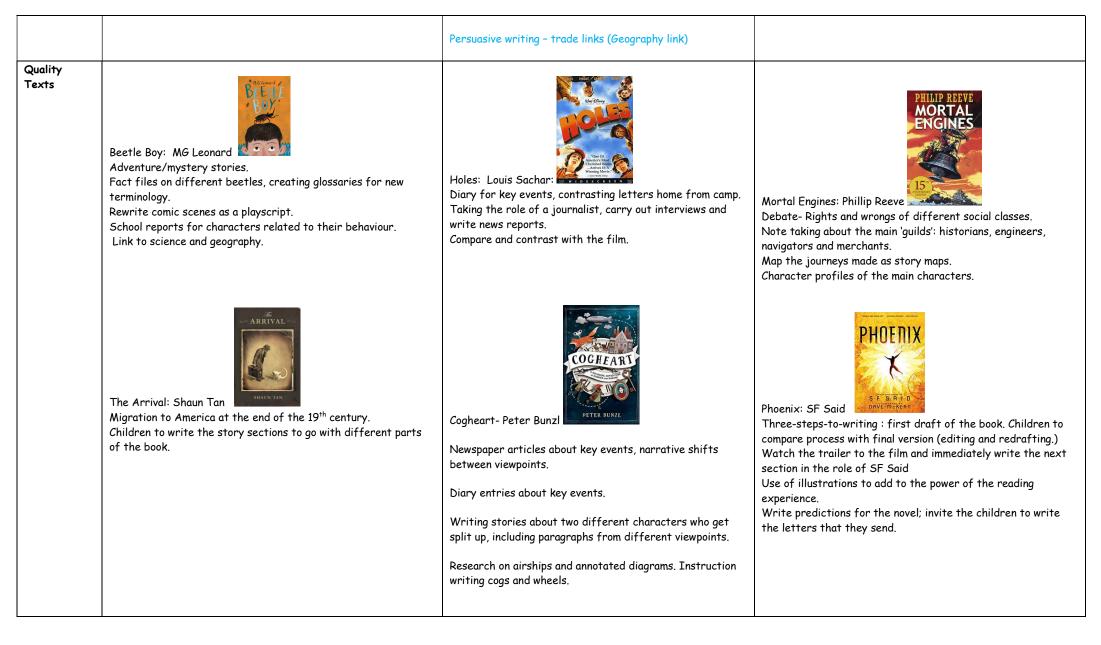
	Autumn	Spring	Summer
Theme	DARWIN'S DELIGHTS	DESTINATION SAO PAULO (I've asked Tracey to find out if can stick to North America instead)	SWITCH!
National and whole school events	Black History Month (October) Anti-Bullying Week (November) Children in Need, Christmas Shoeboxes, Diversity – LGBT, Diwali 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 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) Persuasive writing- Visit South America (Geography link) Diary writing – My South American Adventure (Geography link)	Poetry- Finding a voice- reading poetry aloud

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		Persuasive writing – trade links (Geography link)	
Quality Texts	Beetle Boy: MG Leonard Adventure/mystery stories. Fact files on different beetles, creating glossaries for new terminology. Rewrite comic scenes as a playscript. School reports for characters related to their behaviour. Link to science and geography. The Arrival: Shaun Tan Migration to America at the end of the 19th century. Children to write the story sections to go with different parts of the book.	Holes: Louis Sachar: Diary for key events, contrasting letters home from camp. Taking the role of a journalist, carry out interviews and write news reports. Compare and contrast with the film. Cogheart- Peter Bunzl Newspaper articles about key events, narrative shifts between viewpoints. Diary entries about key events. Writing stories about two different characters who get split up, including paragraphs from different viewpoints. Research on airships and annotated diagrams. Instruction writing cogs and wheels.	Mortal Engines: Phillip Reeve Debate- Rights and wrongs of different social classes. Note taking about the main 'guilds': historians, engineers, navigators and merchants. Map the journeys made as story maps. Character profiles of the main characters. Phoenix: SF Said Three-steps-to-writing : first draft of the book. Children to compare process with final version (editing and redrafting.) Watch the trailer to the film and immediately write the next section in the role of SF Said Use of illustrations to add to the power of the reading experience. Write predictions for the novel; invite the children to write the letters that they send.

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Maths	Lancashire Grid for Learning Curriculum 14 Sorting diagrams and logic diagrams- classification (Science link)	Lancashire Grid for Learning Curriculum 14 Accurate measurement of shadows (Science link) Measuring miles between South American cities – (Geography link.) Using an 8-point compass- Geography link	Lancashire Grid for Learning Curriculum 14

Science	Evolution and Inheritance	Living things and their habitats	Light	Forces (levers/pulleys/gears)	SATS revision	Electricity
	I can recognise that living things have changed over time and that fossils provide 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.	I can 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 I can give reasons for classifying plants and animals based on specific characteristics. **Science Stories – The Vanishing Rainforest**	I can use the idea that light travels in straight lines to explain that objects are seen because 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	Children learn that a lever is a simple machine that can give a mechanical advantage. Children set up their own lever, with fulcrum, beam and load, and investigate how far from the fulcrum different forces (weights) need to be in order to balance the load. They transfer their results to a line graph and attempt to find a relationship between the force required and the distance from the fulcrum. Children learn that a pulley is a simple machine that can be used to change the direction of a force, and can also be used to reduce the force required to lift a load. They use a force meter to compare the force required to lift loads with and without the pulley. They record their results in a table and then transfer their results to a line graph showing two lines. They compare both sets of results and explain the advantage that a pulley provides. Children learn that a gear is a toothed wheel.		I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the 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 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.	**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. **Recording tables** Use ICT to record results. Begin to record decimal places/averages	**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.
History	**What's in a name?** **Developing Historical Knowledge**: Local history of the turn of the century and Durham's involvement in WW1. Written accounts and key features of particular developments. **Explaining/ Analyse second order concepts**: Consideration of significance of historical events and how this might be communicated. **Use of primary sources**: Use of the census, photographs and other primary sources. **Interpretations/ representations of the past:** An opportunity to remind pupils of the difference between primary sources, representations and interpretations.		**Has life got better for children in Britain?** **Historical knowledge** – develop chronological understanding and an awareness of the key features of differing periods in the past, use dates and key terms as appropriate. **Explain/ analyse second order concepts** – this unit has a strong focus on the concepts of change / continuity and similarity/ difference. **Primary source use -** ask questions about sources, suggest new lines of enquiry and make supported inference. **Interpretations/ representations of the past** – not the focus of this unit. Teachers will want to look at the materials used in the unit to ensure that differences between primary sources and historical interpretations/ representations are made clear.

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Geography		Destination San Paolo	Field work unit
	Fantastic Forests – why are they so important? **Geographical knowledge of location, places, features and processes:** Knowledge of environmental regions and key features of these areas, vegetation belts – Types of forest, functions, locations. Distribution of natural resources, economic activity **Understanding of similarities and differences, interactions:** Different types of forests, impact of human activity on vegetation, role of forests as a resource **Working like a geographer:** Use of geographical information including satellite photographs, charts and information texts **Working like a geographer:** Fieldwork and geographical skills to include data collection techniques and methods of presentation. ,.	**Knowledge of locations, places and their features, human and physical processes and key terminology** Knowledge of the key physical and human characteristics of a region of South America, world countries and cities. Knowledge of the effects of settlement. **Understanding of similarities and differences, interaction of people, processes and places** Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region within North or **South** America. **Working like a geographer: use of geographical information from maps, atlases, globes.** Use of different types of maps, graphs and information. Use of GIS for mapping and weather information. **Working like a geographer: use of fieldwork and observational skills to observe, measure and record.** Possible link to local fieldwork – weather surveys photographs and field sketching	**Geographical knowledge (locations, places, features and processes):** Human geography - types of settlement, human and physical features in the local area. **Understanding of similarities and differences, interactions:** whilst not the key focus for this unit, teaching opportunities may arise. **Use of geographical information:** Use of maps, observation, field sketch, graphs, digital technologies. **Fieldwork and geographical skills:** Development of a coherent approach to the different phases of fieldwork. Setting an enquiring question, designing a data collection method, collecting, presenting and describing the data.
D.T.	**Mechanism**– create a technological mechanism link.	**Structure** – link to science, create a pulley system to harvest crops	**Nutrition**
Art and Design	Sculpture - Patterns and textures in malleable media – linked to the forest – investigate the work of plaster of paris/natural plant material artist (female – find name) Painting and drawing linked to WW1 – look at key WW1 propagander/war effort posters 'dig for victory' 'your country needs you' etc. opportunity to explore paint effects – battle /aircraft/ seascape/evacuation etc. local war sculptures – metal bridge.	Printing – polystyrene / card – link to physical/ geographical/historical features of san paolo Design brief – create ?postcard/tourist prints to sell to tourists to promote the destination or (depending on research/ current events) encourage people to contribute to specific charities protecting wildlife/children /oceans / or design a carnival costume for a child etc ?brazilian carnival/ frida kahlo	Compare and contrast the work of 3 more artists :? Andy Warhol, ? norman cornish or Tom McGuiness, Georgia OKeefe, more painting drawing techniques linked to these artists. Include a photography element – perhaps linked to Andy Warhol – use real life filters and reflections, CDs mirros, acetate/ cellophane/ tracing paper etc.

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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. Use conditional sentences (when/then) to program objects (Kodu, Scratch) Scratch For instance fortune telling using PRIMM Rapid Router – Code for Life - level 51+ I can simulate physical systems. Use a loop and an if statement (Micro bit using movement sensor) https://makecode.microbit.org/lessons Magic Button Activity 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. **IT:** Know how to use the main features of office software to produce suitable documents and presentations for an audience. Microsoft Office or Apple suite or equivalent. For instance create an presentation and a key facts handout for a topic e.g. WW1 Know how to edit a picture. For instance in Paint.net Be able to use layers, add filters, select areas to modify, add text or other appropriate content.	**Computer Science –** As above but use mathematical expressions when constructing conditionals eg trigger winning when (If loops >5 then…) Scratch For instance Coins (change machine) Microbit – For instance Die Roll and Compass activity. Screenshot work and get children to annotate their understanding. **IT:** Know how to create a simple formula in a spreadsheet to work out given mathematical tasks such as adding a set of numbers. For instance use Excel, Sheets or Numbers to create a spreadsheet that would work out the value of stock in a school tuckshop. (Multiplication and addition of columns)	**Computer Science –** Be able to explain what a program might do and accurately predict the effect of changes Print and annotate the code for a programming project and explain any changes made that make the program better **IT:** To create and sequence a video, add sound effects, transitions and title/subtitles. iMovie – much harder in Windows software. Use all the main features in iMovie to make an effective short film with incorporates stills with movement, text, sounds and narration or create a simple video in Windows. To be able to use two or more programmes to create a final piece of work. (e.g., edit a picture before inserting into a document). Create a video that then is incorporated into a presentation or edit a picture which might then be used as a background in a presentation etc.
Online Safety	Know how to reduce the risks posed by using Social Media by managing their friends lists and privacy settings. Game On https://esafety.gov.au/education-resources/classroom-	Know that hacking or misusing someone else's account is illegal. This is covered in some of the Google Internet Legends and	Know how to validate information found through searches by checking more than one source.

resources/gameon	Play Like Share materials.

resources/gameon

Digital Friendships – Common sense media (Online friendships)
https://www.commonsense.org/education/digital-citizenship/lesson/digital-friendships

Know that having a healthy balance of online and offline activities is important for health.

Finding my media balance Common sense media

https://www.commonsense.org/education/digital-citizenship/lesson/finding-my-media-balance

Play Like Share materials.

Know that search results can be manipulated by sponsorship and advertising.

Common Sense Media You won't believe this!
https://www.commonsense.org/education/digital-citizenship/lesson/you-wont-believe-this

London Grid for learning – what can we "Trust"

https://www.lgfl.net/online-safety/trust-me

Google Search – Range of lessons and materials – Follows on from lessons in Y5. Google Landing, Mixed Media and Quick Finds.

https://sites.google.com/site/gwebsearcheducation/lessonplans

Know that some news is 'fake.'
http://fakenews.lgfl.net