



Drake and Morice Town Primary Academies Curriculum Year 6 Overview

Year 6		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Topic Title		Ancient Egypt		Chronology (Anglo-Saxons, Vikings, Normans and Henry VIII)		Our Changing Coasts		
Learning Challenge.		What does your research tell you about Egyptian life? Present your ideas in a non-chronological report.		Through analysing historical sources, write a recount of The Battle of Hastings.		Identify and name key coastal features. Map skills: to match contour lines to landforms.		
English		Biography – Rosa Parks Auto biography – Harry Potter Setting description – Tadeo Jones	Quest story – Thog’s Journey Non-chronological reports x2(The River Nile and Ancient Egypt) Christmas poem (subjunctive mood)	Beowulf: Formal invitation Wanted poster Diary entry x2 (two different perspectives) Setting description Balanced argument	Journey (adventure story) Dialogue to convey character Dialogue to advance action SPAG revision for SATs	Kensuke’s Kingdom: Journalistic writing (newspaper report) wanted poster Commentary Persuasive letter Overboard story	Alma Wanted poster Police report Setting description Narrative story	
Maths		White Rose Maths followed for unit plans and small steps.						
Science		Light	Electricity	Living things and their habitats	Evolution and inheritance	Animals including humans	STEAM project: hydraulics lifting machines	
Computing		Online safety	Web creations	Variables in games	Spreadsheets	3D modelling	Sensing	
Humanities	History	<p>The achievements of the earliest civilization; Ancient Egypt. Know and understand the history of these islands as a coherent, chronological narrative. Gain a historical perspective by placing their growing knowledge into different contexts.</p> <ul style="list-style-type: none"> • Chronological understanding of Ancient Egypt. Pharaohs and hierarchal system. • The after-life/Underworld • The mummification process • Theories on how the pyramids were built Archaeologist discoveries (Tutankhamun’s tomb) 		<p>Historical understanding from National Curriculum: -The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; -A study of an aspect or theme in British history that extends pupils’ chronological knowledge (The Battle at Stamford Bridge and The Battle of Hastings) - Henry VIII reign in Tutor Britain</p> <p>Historical interpretation: -Analyse Green sleeves poem -Analyse Bayeux tapestry and other sources to</p>				



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			<p>gain an understanding of The Battle of Hastings.</p> <p>Historical investigation:</p> <ul style="list-style-type: none"> - Investigate their own lines of enquiry regarding the recount of The Battle of Hastings. - Select relevant sources and parts of information. <p>Knowledge and understanding of people/events:</p> <ul style="list-style-type: none"> - famous and influential kings (Viking and Anglo-Saxon/Norman Britain and Tudor Britain) - The Battle of Hastings and Stamford Bridge - Laws and Justice of Vikings and Anglo-Saxons (compare and contrast) 			
Geography	<p>Locate Egypt on a world map using an atlas. Identify all continents on a world map.</p> <p>Look closely at the continent of Africa—countries and their capital cities.</p> <p>Explore key physical and human features in Egypt (The river Nile and The Valley of the Kings)</p>	<p>Map skills:</p> <ul style="list-style-type: none"> - Identify the settlements/homelands and invasions of the Vikings. - Locate kingdoms of the Anglo-Saxons - Locate The Battle of Hastings (Senlac Hill – Hastings) and The Battle at Stamford Bridge (Yorkshire) - Using an atlas, locate Vatican City in Rome, Europe. 		<p>Map skills:</p> <p>Match contour lines to landforms What is a coast?</p> <ul style="list-style-type: none"> - Identify features of coastlines and those in our surrounding area. - Weathering and erosion Global warming: - rising sea levels / coastal defenses - ice glaciers melting - ecological systems - climate change Save our oceans: - plastic pollution - fishing 		
MFL French	Family and Friends		School Life		Time Travelling	
RE	<p>Creation and Science: conflicting or complimentary?</p>	<p>Why do some people believe in God and some people not?</p>	<p>Why do Hindus want to be good?</p>	<p>What do Christians believe Jesus did to save people?</p>	<p>For Christmas, what kind of King is Jesus?</p>	<p>How does faith help people when life gets hard?</p>



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Creative	Art	<p>Hieroglyphic symbols on papyrus paper and make comparison to Banksy graffiti</p> <p>Tutankhamun portrait in Andy Warhol print style</p>		<p>Sketch a Viking Long ship</p> <p>Modern Day portrait art inspired by Kehinde Wiley (mixture of photograph and print)</p>		Kate Pearson (recreate a coast painting)	
	DT	Design, plan and construct a shaduf (levers and pulleys)		Medieval pickled vegetables Sew a Tudor Rose		Use plastic bags to make a jelly fish Designing and make a wind turbine	
	Music	Charanga scheme (Happy)	Charanga scheme (Classroom Jazz 2)	Charanga scheme (A New Year Carol)	Charanga scheme (You've got a friend)	Charanga scheme (Music and Me)	Charanga scheme (Reflect, Rewind and Replay)
Physical	Dance	REAL PE: Unit 1 / Gym (Social) Netball	REAL PE: Unit 2 / Dance (Social) Netball	REAL PE: Unit 3 / Gym (Personal) Tennis	REAL PE: Unit 4 / Dance (Personal) Tennis	REAL Gym (Creative) Tag rugby	REAL Dance (Creative) Athletics
	Gymnastics						
	Games						