Co-op Academy Clarice Cliff Curriculum Overview – Year 6 - 2025/26

	Autumn 1 Geography/ Art 7.5 weeks	Autumn 2 History/ D.T 7 weeks	Spring 1 Geography/ Art 7 weeks	Spring 2 History/ D.T. 5 weeks	Summer 1 Geography/ Art 6 weeks	Summer 2 History/ D.T. 7 weeks
Geography/ history	South America: Comparing life in different areas (affluent areas and Favelas) *(Global)* Is society equal in Brazil? *So that we can explain the inequalities of wealth.* 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 understand geographical similarities and differences through the study of human and physical geography of a region within South America describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources	How were the lives of civilians affected during WW2? (Conflict) What was the impact of World War Two on men, women and children ? Does conflict still exist today? Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	Earning a living: World Trade and Economics (including Fair Trade) *(National + Global)* Why is fair trade the right way to do business? *So that we can explain equity.* (Case study between the UK and India) describe and understand key aspects of: - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Local Area Study – Clarice Cliff; Bizarre and Brilliant. (Significance/local society) How has the role of women changed in the last 120 years? Should women have to go to work? Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils should be taught about: a local history study.	Famous Geographers of the past; comparing travel now and then (Global) Can we recognise amazing journeys made by explorers in the past and identify how these differ from today? So that we can consider how we can be responsible travellers. 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Crime and Punishment across Britain from 1066. (Anglo-Saxons, Tudors, Georgian, Victorians, modern day) How has crime and punishment in Britain changed since 1066? *Who does justice benefit?* Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils should be taught about: a study of an aspect or theme in British history

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	including energy, food, minerals and water					that extends pupils' chronological knowledge beyond 1066.Being a
Art/D.T.	2D drawing to 3D making How can I turn my 2 dimensional drawings into 3 dimensional structures? Pupils will learn; - That drawing and making have a close relationship. - That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object. - That when we transform two dimensional surfaces we can use line, mark making, value, shape, colour, pattern and composition to help us create our artwork. - That we can use methods such as the grid method and looking at negative space to help us draw. - That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.	Textiles: combining different fabric shapes AND Using Computer Aided Design in textiles (History – Battle of Britain) *How can I combine different fabrics to breathe new life into old clothes?* When designing and making, pupils should be taught to: <u>Design</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	Exploring Identity (English text: Trash) How can I use an artist's work as my inspiration to explore different aspects of identity? Pupils will learn; - That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. - That people are the sum of lots of different experiences, and that through art we can explore our identity. - That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. - That as viewers we can then "read" imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.	Electrical systems: complex switches and circuits AND Monitoring and control (Science – light and electricity) *How can I design and control an alarm system to protect a valuable artefact?* When designing and making, pupils should be taught to: <u>Design</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional	Take a Seat How can I design a piece of furniture that shows personality? Pupils will learn; - That artists who create furniture are often called craftspeople or designers. - That furniture is more than just practical – designers and craftspeople produce furniture which reflects the era or culture it is made in, or the personality of the maker. - That as artists, we can use a variety of materials to design and make our own model chairs. The chairs we make can reflect our personality, and be enjoyed by others. - There are certain requirements for a chair to be a chair (4 legs and a back?) – but we can be as imaginative as we like. - We can think about the form, structure, material and texture, as well as the way the chair is constructed, to help us make our chair unique.	Mechanical systems: pulleys and gears (History – Crime and punishment) *How can I use pulleys and gears to recreate an artefact used for Crime and Punishment over the ages?* When designing and making, pupils should be taught to: <u>Design</u> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients,

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		<u>Evaluate</u> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.		properties and aesthetic qualities <u>Evaluate</u> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.		according to their functional properties and aesthetic qualities <u>Evaluate</u> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] - apply their understanding of computing to program, monitor and control their products.
Science	<u>Living things and their habitats</u> <u>(Weeks 1-5)</u> Describe how living things are classified into broad groups according to common observable characteristics and based on	<u>Electricity</u> <u>(Week 1-3)</u> Use recognised symbols when representing a simple circuit in a diagram.	<u>Light</u> <u>(Week 1)</u> Use the idea that light travels in straight lines to explain why shadows have	<u>The circulatory system</u> <u>(Week 1)</u> Identify and name the main parts of the human circulatory system, and describe the functions of the	<u>Adaptation</u> <u>(Weeks 1-2)</u> Identify how animals and plants are adapted to suit their environment in different	<u>Fossils</u> <u>(Weeks 1-3)</u> Recognise that living things have changed over time and that fossils provide information about living

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	similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. TAPS assessment (Week 6) Classification End of unit quiz - all children https://forms.gle/EyucA1gFeNtJav7x7 Electricity (Week 7) Use recognised symbols when representing a simple circuit in a diagram.	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. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. TAPS assessment (Week 4) Electricity End of unit quiz - all children https://docs.google.com/forms/d/e/1FAIpQLSe126fPluZCmhPJlUHYDHuopf_jiNbfhEO-Z1IhXsvjvUpDw/viewform Renewable energy (Week 5) Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Working scientifically – Reporting and presenting findings from enquiries in oral and written forms such as displays and other presentations. Light (Weeks 6-7) 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.	the same shape as the objects that cast them. Recognise that light appears to travel in straight lines. TAPS assessment (Week 2) Light Light pollution (Week 3) Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments. Working scientifically – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. End of unit quiz - all children https://forms.gle/cjfJwuchghKzfYHMA The circulatory system (Week 4-6) Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans.	heart, blood vessels and blood. TAPS assessment (Week 2) Animals including humans Diet, drugs and alcohol (Week 3-4) Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Variation (Week 5-6) Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Adaptation (Week 7) Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	ways and that adaptation may lead to evolution. Week 3 - SATS TAPS assessment Evolution and Inheritance .	things that inhabited the Earth millions of years ago. Themed project (Week 4-7) Working scientifically - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Working scientifically - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Gather, record and classify data – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Answer questions and make conclusions – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Evaluate – Using test results to make predictions to set up further comparative and fair tests.

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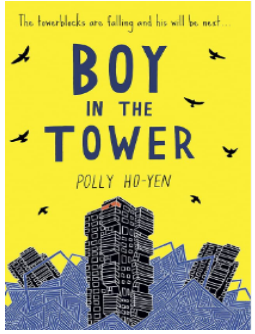
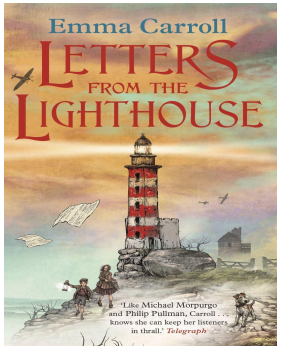
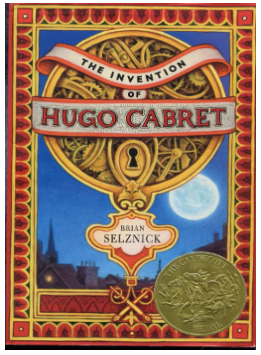
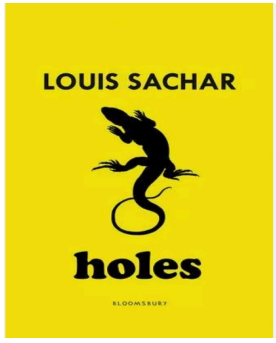
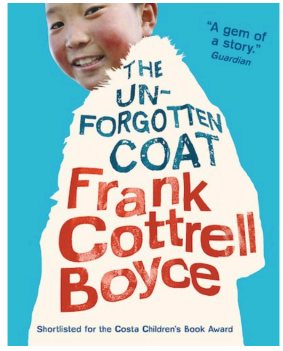
		Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.				
	Working Scientifically *During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:* • *planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary* • *taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate* • *recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs* • *using test results to make predictions to set up further comparative and fair tests* • *reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations* • *identifying scientific evidence that has been used to support or refute ideas or arguments.*					
Main text	The Boy in the Tower 	Letters from the lighthouse- Emma Caroll 	The Invention of Hugo Cabret 	The Nowhere Emporium 	Holes 	The Unforgotten Coat 
English	Non- narrative- Non chronological report on 'The Day of the Dead' Narrative- Letter from sister Olivia.	Non- narrative- Non chronological report on evacuees Narrative- Diary extract from Olive's perspective	Narrative- Diary extract from the point of Hugo. Non- narrative- Biography based on the life of George Melius.	Narrative- Own version narrative Non- narrative- Encyclopaedia entry based on the Bluchers. Newspaper report .	Revision of grammar objectives To write a third person narrative Writing to persuade Including dialogue to advance the action and convey character.	Narrative- Diary extract Suspense narrative Non- narrative- Biography of Lucien Silver

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					To write a suspense narrative based on 'Francis'	
Maths	Number: Place Value Number: Addition, Subtraction, Multiplication and Division	Number: Addition, Subtraction, Multiplication and Division Number: fractions A Number: fractions B Measurement (converting units) SATs (1 week)	Number: ratio Number: algebra Number: decimals	Number: fractions, decimals and percentages Measurement (are, perimeter and volume) Statistics SATs (1 week)	Geometry (shape) Geometry (position and direction) Themed projects, investigations and problem solving	Themed projects, investigations and problem solving
PE	<u>Swimming</u> Develop confidence with a range of different strokes including treading water. <u>Team Games – striking and fielding</u> Develop and refine strategies and tactics for attacking and defending during competitive team games	<u>Swimming</u> Develop confidence with a range of different strokes including treading water. <u>Athletics</u> Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve performance. .	<u>Gymnastics</u> Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine <u>Team Games – net and wall games</u> Develop and refine strategies and tactics for attacking and defending during competitive team games	<u>Dance</u> Vary dynamics of movements or dance, developing actions in time to music with a partner or as part of a group. <u>Sending and Receiving</u> Use ball skills confidently and with some precision in a wide variety of competitive games.	<u>Athletics – principles of defence</u> Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve performance. <u>Sending and Receiving</u> Use ball skills confidently and with some precision in a wide variety of competitive games	<u>Team Games – leadership and competition</u> Develop and refine strategies and tactics for attacking and defending during competitive team games <u>Outdoor Adventurous Activity</u> Use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities.
Music (Charanga)	Happy - by Pharell Williams (Pop) *children will learn*; to explore the song through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Classroom Jazz 2 - Bacharach Anorak and Meet The Blues *children will learn*; to play the pieces to explore improvising with the repertoire.	A New Year Carol - A Friday Afternoons song by Benjamin Britten (Western Classical Music), Gospel, Bhangra. *children will learn*; to explore the song through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	You've Got A Friend by Carole King - The Music of Carole King *children will learn*; to explore the song through an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Music and Me - Contemporary, music and identity *children will learn*; to explore the concept of 'identity' – the various elements that shape us. explore gender, with reference to social and cultural differences. to try out different ways of making their own music explore the work of some of the most influential women in music over the last 100 years.	Reflect, Rewind and Replay - Western Classical Music *children will learn*; to take integrated approach to music to revisit songs and musical activities recognise a context for the History of Music recognise and use the beginnings of the Language of Music.

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Computing (Purple Mash) Yellow = split units over half terms	Coding (Computer science) (6 weeks) - Using functions - Understanding flowcharts and control simulations - Coding for user input ONLINE SAFETY 1 WEEK - Self image and identify (Lesson 1) - Online relationships (Lesson 1 and 2)	Blogging (Information technology) (4 weeks) - Planning the theme, content and structure - Writing, editing and publishing a blog post - Understanding blog moderation - Reviewing and commenting on blog posts Networks - 2 weeks of (Computer science) (4 weeks) - Identifying examples of networks - Recognising types of networks - Understanding internet services - Discussing positive and negative use of networks ONLINE SAFETY 1 WEEK - Online reputation (Lesson 1) - Online bullying (Lesson 1 and 2)	. Networks - 2 weeks of (Computer science) (4 weeks) - Identifying examples of networks - Recognising types of networks - Understanding internet services - Discussing positive and negative use of networks Graphing (Information technology) (4 weeks) - Creating a range of graph types - Incorporating multiple datasets - Using graphs to solve a problem - Exporting and importing files ONLINE SAFETY 1 WEEK - Health, well-being and lifestyle (Lesson 1,2 and 3)	Introduction to Python (Computer Science) (4 weeks) - Comparing block and text code views - Coding for text output - Working with different datatypes - Coding repetition in Python ONLINE SAFETY 1 WEEK - Privacy and security (Lesson 1, 2 and 3)	Data Detectives- (Information technology) (4 weeks) - Filtering and sorting data - Grouping data - Linking tables ONLINE SAFETY 1 WEEK - managing online information (Lesson 1, 2 and 3)	. 3D Modelling (Information technology) (4 weeks) - Working with viewpoints of 3D objects - Adding and editing points on a model - Designing for a purpose ONLINE SAFETY 2 WEEKS - managing online information (Lesson 4,5 and 6) - Copyright and ownership (Lesson 1 and 2))
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World (Digital Literacy) - self image and identity - online relationships - online reputation - online bullying -health, wellbeing and lifestyle - privacy and security - managing online information -copyright and ownership					
Languages (French)	**This is me** (Recall personal information questions and answers Revisit and extend "talk" about myself and my feelings Adjectives to describe personality and	**Homes and houses** (House and home nouns Adjectives to describe the house Prepositions of place)	**Playing and enjoying sports** (Sports nouns Cognates and semi cognates Likes, dislikes and preferences Opinions about sports)	**Funfair and favourites** (Funfair ride nouns Likes, dislikes, preferences Opinions and adjectives for rides Cognates and semi-cognates Descriptions of a theme	**Café culture** (Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Roleplay: at the	**Performance; Transition to KS3; (Read all about it!); Language Puzzle** (Revisit and extend roleplay language to

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	physical appearance Jobs and professions nouns)			park, Favourite things (with familiar language from previous topics)	café/ in the hotel Breakfast foods Asking for and understanding a simple menu an imaginary planet)	create a café sketch and performance Nature nouns (nature trail/ scavenger hunt) Recall language from prior learning to generate individual read all about it, documents- personal info/sports/foods/hobbies/ likes and dislikes)
RE	Unit 35 How can following God bring freedom and justice? People of God.	Unit 41 for Christians, what kind of King is Jesus? Kingdom of God	Unit 39 WHy do Hindus want to be good? Hinduism	Unit 40 What difference does the resurrection make to Christians? Salvation	Unit 34 Creation and Science: Conflict or complementary? Creation/Fall	Unit 36 What matters the most to Humanists and Christians? Thematic
PSHE	<u>Being me in my world</u> I know that there are universal rights for all children, but for many children these rights are not met. I understand my own wants and needs and can compare these with children in different communities. I can make choices about my own behavior because I understand how rewards and consequences feel and how they relate to my rights and responsibilities. I understand how democracy and having a voice benefits the school community. I can contribute to the group and understand how we can function as a whole.	<u>Celebrating Difference</u> I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in either situation.	<u>Dreams and Goals</u> I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.	<u>Healthy Me</u> I can evaluate when alcohol is being used responsibly, antisocially or being misused. I can tell you how I feel about using alcohol when I'm older and my reasons for this.	<u>RELATIONSHIPS WITHOUT FEAR</u>	<u>Changing Me</u> I can describe how a baby develops from conception, through the 9 months of pregnancy and how it is born. I recognise how I feel when I reflect on the development and birth of a baby.