

Co-op Academy Clarice Cliff Curriculum Overview – Year 6 - 2026/27

	Autumn 1 Geography/ Art 7.5 weeks	Autumn 2 History/ D.T 7 weeks	Spring 1 Geography/ Art 6 weeks	Spring 2 History/ D.T. 5 weeks	Summer 1 Geography/ Art 7 weeks	Summer 2 History/ D.T. 6.5 weeks
Geography/ history	South America: Comparing life in different areas (affluent areas and Favelas) <i>(Global)</i> Is society equal in Brazil? <i>So that we can explain the inequalities of wealth.</i> 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? <i>(Conflict)</i> 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) <i>(National + Global)</i> Why is fair trade the right way to do business? <i>So that we can explain equity.</i> <i>(Case study between the UK and India)</i> 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. <i>(Significance/local society)</i> 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 <i>(Global)</i> 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. <i>(Anglo-Saxons, Tudors, Georgian, Victorians, modern day)</i> How has crime and punishment in Britain changed since 1066? <i>Who does justice benefit?</i> 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) <i>How can I combine different fabrics to breathe new life into old clothes?</i> 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) <i>How can I design and control an alarm system to protect a valuable artefact?</i> 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) <i>How can I use pulleys and gears to recreate an artefact used for Crime and Punishment over the ages?</i> 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,

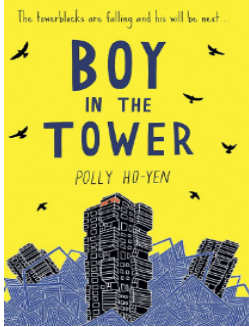
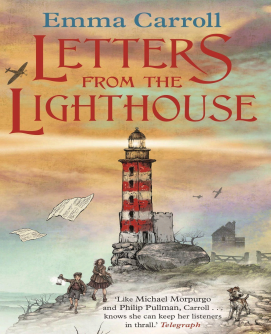
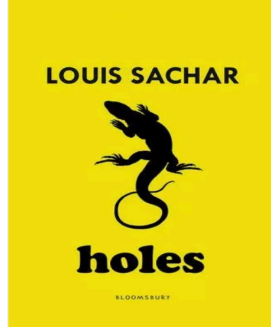
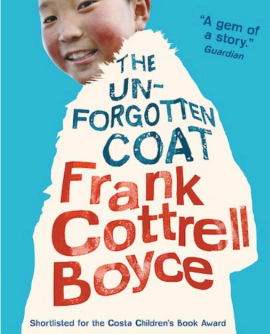
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		<u>Evaluate</u> - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design 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> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences.	<u>Electricity</u> Use recognised symbols when representing a simple circuit in a diagram.	<u>Animals including humans</u> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.		<u>Adaptation - Evolution and inheritance</u> Recognise that living things have changed over time and fossils provide evidence	<u>Light</u> <u>MISSING FROM FOLDER</u>

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	including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics. <u>TAPS assessment (Week 6)</u> <u>Classification</u> End of unit quiz - all children https://forms.gle/EyucA1gFeNtJav7x7	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers, and on/off position of switches. <u>TAPS assessment</u> <u>Electricity</u> End of unit quiz - all children https://docs.google.com/forms/d/e/1FAIpQLSe126fPluZCmhPJlUHYDHuopf_jiNbfhEO-Z1lhXsvivUpDw/viewform	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. <u>TAPS assessment</u> <u>Animals including humans</u>	about living things millions of years ago. Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical. Identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution. <u>TAPS assessment</u> <u>Evolution and Inheritance</u>	<u>TAPS assessment</u> <u>Light</u> End of unit quiz - all children https://forms.gle/cifJwuchghKzfYHMA	
	<u>Working Scientifically</u> 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

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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. To write a suspense narrative based on 'Francis'	Narrative- Diary extract Suspense narrative Non- narrative- Biography of Lucien Silver
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>Swimming</u> Develop confidence with a range of different strokes including treading water.	<u>Gymnastics</u> Plan and perform gymnastic sequences, using a wide range of movements and	<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>Athletics – principles of defence</u> Demonstrate a high level of control, speed, strength and stamina when running,	<u>Team Games – leadership and competition</u> Develop and refine strategies and tactics for attacking and defending

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	<u>Team Games – striking and fielding</u> Develop and refine strategies and tactics for attacking and defending during competitive team games	<u>Athletics</u> Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve performance.	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>Sending and Receiving</u> Use ball skills confidently and with some precision in a wide variety of competitive games.	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	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) <i>children will learn;</i> 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 <i>children will learn;</i> 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. <i>children will learn;</i> 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 <i>children will learn;</i> 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 <i>children will learn;</i> 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 <i>children will learn;</i> 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.
Computing (Purple Mash) Yellow = split units over half terms	<u>GoIT: Coding (Computer science)</u> - Children will learn how AI is used within apps and apply this to create their own app that solves a local, community issue. They will take part in a competition, with the winning team representing the school at Trust-wide finals in Angel Square ONLINE SAFETY - copyright and ownership	<u>Blogging (Information technology)</u> - Planning the theme, content and structure - Writing, editing and publishing a blog post - Understanding blog moderation - Reviewing and commenting on blog posts ONLINE SAFETY - self image and identity	<u>Networks (Computer science)</u> - Identifying examples of networks - Recognising types of networks - Understanding internet services - Discussing positive and negative use of networks ONLINE SAFETY - privacy and security	<u>Introduction to Python (Computer Science)</u> - Comparing block and text code views - Coding for text output - Working with different datatypes - Coding repetition in Python For this year complete coding catch up: - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	<u>Data Detectives- (Information technology)</u> - Filtering and sorting data - Grouping data - Linking tables ONLINE SAFETY - managing information online	<u>3D Modelling (Information technology)</u> - 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. ONLINE SAFETY - managing information online

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				- Use sequence, selection and repetition in programs; work with variables and various forms of input and output. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. ONLINE SAFETY - Privacy and security		
	Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World (Digital Literacy) - self image and identity - 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 physical appearance Jobs and professions nouns)	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 park, Favourite things (with familiar language from previous topics)	Café culture (Snacks and drinks Asking for snacks and drinks Euros and recall of numbers 0-100 Roleplay: at the café/ in the hotel Breakfast foods Asking for and understanding a simple menu an imaginary planet)	Performance; Transition to KS3; (Read all about it!); Language Puzzle (Revisit and extend roleplay language to 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 37 U2.4 How do Christians decide how to live? 'What would Jesus do? (Theology) /Sociology)	Unit 39 U2.7 Why do Hindus want to be good? (Theology)	U2.10 What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other worldviews studied	Unit written by Coop schools U2.13 What can be done to reduce racism? Can religion help? (Sociology)	Unit written by Coop schools U2.13 What can be done to reduce racism? Can religion help? (Sociology)	Unit U2.12 How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindus, non-religious. (Psychology)

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			(Philosophy)			
PSHE	<u>Being me in my world</u> I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my class Jigsaw floorbook I know that there are universal rights for all children, but for many children these rights are not met. I understand that my actions affect other people locally and globally 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 an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community.	<u>Celebrating Difference</u> I understand there are different perceptions about what normal means I understand how being different could affect someone's life I can explain some of the ways in which one person or a group can have power over another I know some of the reasons why people use bullying behaviours I can give examples of people with disabilities who lead amazing lives I can explain ways in which difference can be a source of conflict or a cause for celebration.	<u>Dreams and Goals</u> I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal) I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these I can identify problems in the world that concern me and talk to other people about them I can describe some ways in which I can work with other people to help make the world a better place. I can describe some ways in which I can work with other people to help make the world a better place I know what some people in my class like or admire about me and can accept their praise	<u>Healthy Me</u> I can take responsibility for my health and make choices that benefit my health and well-being I know about different types of drugs and their uses and their effects on the body particularly the liver and heart I understand that some people can be exploited and made to do things that are against the law I know why some people join gangs and the risks this involves I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse	<u>Relationships</u> I know that it is important to take care of my mental health I know how to take care of my mental health I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when people are trying to gain power or control I can judge whether something online is safe and helpful for me I can use technology positively and safely to communicate with my friends and family	<u>Changing Me</u> I am aware of my own self-image and how my body image fits into that I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can describe how a baby develops from conception, through the 9 months of pregnancy and how it is born. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend I know myself well enough to maintain positive relationships with others whilst still keeping my own identity I am aware of the importance of a positive self-esteem and what I can do to develop it I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.