

# Co-op Academy Clarice Cliff Curriculum Overview – Year 6 - 2023-2024

	Autumn 1 Geography/ Art	Autumn 2 History/ D.T	Spring 1 Geography/ Art	Spring 2 History/ D.T.	Summer 1 Geography/ Art	Summer 2 History/ D.T.
Geography/ history	<p>South America: Comparing life in different areas (affluent areas and Favelas) (<i>Global</i>)</p> <p>Is society equal in Brazil? <i>So that we can explain the inequalities of wealth.</i></p> <p>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</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region within South America</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts,</li> <li>- 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</li> </ul>	<p>The Battle of Britain (WW2)</p> <p>Why did we go to battle? <i>Can we prevent war? Have we learnt our lessons from the historical failures that threatened our freedom?</i></p> <p>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.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Earning a living: World Trade and Economics (including Fair Trade) (<i>National + Global</i>)</p> <p>Why is fair trade the right way to do business? <i>So that we can explain equity.</i> (Case study between the UK and India)</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<p>Local Area Study – Clarice Cliff; Bizarre and Brilliant. (Significance/local society)</p> <p>How has the role of women changed in the last 120 years? Should women have to go to work?</p> <p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should be taught about: a local history study.</p>	<p>Geographer: Famous Geographers of the past. (<i>Global</i>)</p> <p>What makes a good Geographer? Can we re-create amazing journeys in today's modern world? <i>So that we can consider how we can be responsible travellers</i></p> <p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>	<p>Crime and Punishment across Britain from 1066. (Anglo-Saxons, Tudors, Georgian, Victorians, modern day)</p> <p>How has crime and punishment in Britain changed since 1066? <i>Who does justice benefit?</i></p> <p>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.</p> <p>Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Pupils should be taught about: a study of an aspect or theme in British history that extends pupils'</p>

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						chronological knowledge beyond 1066. Being a
Art/D.T.	<p>2D drawing to 3D making</p> <p>How can I turn my 2 dimensional drawings into 3 dimensional structures?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>- That drawing and making have a close relationship.</li> <li>- That drawing can be used to transform a two dimensional surface, which can be manipulated to make a three dimensional object.</li> <li>- 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.</li> <li>- That we can use methods such as the grid method and looking at negative space to help us draw.</li> <li>- That there is a challenge involved in bringing two dimensions to 3 dimensions which we can solve with a combination of invention and logic.</li> </ul>	<p>Textiles: combining different fabric shapes AND Using Computer Aided Design in textiles (History – Battle of Britain)</p> <p><i>How can I combine different fabrics to breathe new life into old clothes?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- 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</li> </ul> <p><u>Evaluate</u></p>	<p>Exploring Identity (English text: Trash)</p> <p>How can I use an artist's work as my inspiration to explore different aspects of identity?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- That people are the sum of lots of different experiences, and that through art we can explore our identity.</li> <li>- That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities.</li> <li>- 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.</li> </ul>	<p>Electrical systems: complex switches and circuits AND Monitoring and control (Science – light and electricity)</p> <p><i>How can I design and control an alarm system to protect a valuable artefact?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- 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</li> </ul>	<p>Take a Seat</p> <p>How can I design a piece of furniture that shows personality?</p> <p>Pupils will learn;</p> <ul style="list-style-type: none"> <li>- That artists who create furniture are often called craftspeople or designers.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul> <p><b>Year 6/7 transition art project: Clarice Cliff Project clay cone shaped bowls</b></p>	<p>Mechanical systems: pulleys and gears (History – Crime and punishment)</p> <p><i>How can I use pulleys and gears to recreate an artefact used for Crime and Punishment over the ages?</i></p> <p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><u>Make</u></p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</li> </ul>

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		<ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>- apply their understanding of computing to program, monitor and control their products.</li> </ul>		<p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>- apply their understanding of computing to program, monitor and control their products.</li> </ul>		<p>properties and aesthetic qualities</p> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> <li>- apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>- apply their understanding of computing to program, monitor and control their products.</li> </ul>
Science	<p>Light</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they</p>	<p>Evolution &amp; Inheritance</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>	<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.</p>	<p>Living things and their habitats</p> <p>Classify living things, including microorganisms, animals and plants, into groups according to common observable</p>	<p>Animals Including Humans</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p>	<p>Sustainable Science</p>

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	<p>give out or reflect light into the eye.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p>characteristics and based on similarities and differences.</p> <p>Use and construct classification systems to identify animals and plants from a range of habitats</p> <p>Identify how animals and plants are adapted to suit their environment, such as giraffes having long necks for feeding, and that adaptations may lead to evolution</p> <p>Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge</p>	<p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	
	<p><u><b>Working Scientifically</b></u></p> <p><i>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:</i></p> <ul style="list-style-type: none"> <li><i>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</i></li> <li><i>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</i></li> <li><i>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i></li> <li><i>using test results to make predictions to set up further comparative and fair tests</i></li> <li><i>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</i></li> <li><i>identifying scientific evidence that has been used to support or refute ideas or arguments.</i></li> </ul>					
Main text	Trash- Andy Mulligan	Letters From the Lighthouse- Emma Caroll	The Nowhere Emporium- Ross Mckensie		Holes – Louis Sachar	Treasure Island- Robert Louis Stevenson
Supporting texts	Please refer to the Year 6 Reading Spine	Please refer to the Year 6 Reading Spine	Please refer to the Year 6 Reading Spine		Please refer to the Year 6 Reading Spine	Please refer to the Year 6 Reading Spine
English	Narrative:	Narrative:	Narrative-	Narrative:	Narrative:	Narrative:
Fiction	Creating new chapter (characters/setting/ dialogue) (3 weeks)	Inventing new chapter (historical) chapter – focusing on dialogue (3 weeks)	Suspense narrative (3 weeks)	Children to create their own 'Nowhere Emporium' (3 Weeks)	Re-write of chapter focusing on suspense/tension (2 weeks)	Creating new chapter (characters/setting/ dialogue) (3 weeks)
Non-narrative	Non-narrative: Journalistic – linked to Trash (2 weeks)	Non-narrative: Letter-informal (2 weeks)  Speech (1 week)	Non- narrative: Biography of Lucien Silver (3 weeks)	Non- narrative: Diary entry from the point of view of Daniel (2 weeks)	Non-narrative: Non- chronological reports on Yellow Spotted Lizards	Non-narrative: Journalistic – linked to Trash (2 weeks)

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Maths	<p>Number: Place Value (2 weeks)</p> <p>Number: Addition, Subtraction, Multiplication and Division (4 weeks)</p> <p>Fractions, Decimals, Percentages (2 weeks)</p>	<p>Fractions, Decimals, Percentages (1 week)</p> <p>Geometry, shape knowledge (1 week)</p> <p>SATs (1 week)</p> <p>Money and Measure (project) (1 week)</p> <p>consolidation (1 week)</p>	<p>Time (time tables) (1 week)</p> <p>Fractions, Decimals, Percentages (3 weeks)</p> <p>Algebra (1 week)</p> <p>Measuring (converting units) (1 week)</p>	<p>Measure (perimeter, are and volume) (1 week)</p> <p>Ratio/planned revisit (1 week)</p> <p>Geometry (translation) (1 week)</p> <p>SATs (1 week)</p> <p>Consolidation (2 weeks)</p>	<p>Statistics (2 days)</p> <p>SATs revision (2 weeks)</p> <p>SATs tests (1 week)</p> <p>Investigations/ problem solving related to measurement (3 weeks)</p>	<p>Investigations/ problem solving related to money + Consolidation/review (4 weeks)</p>
PE	<p><u>Swimming</u> Develop confidence with a range of different strokes including treading water.</p> <p><u>Team Games – striking and fielding</u> Develop and refine strategies and tactics for attacking and defending during competitive team games</p>	<p><u>Swimming</u> Develop confidence with a range of different strokes including treading water.</p> <p><u>Athletics</u> Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve performance.</p>	<p><u>Gymnastics</u> Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine</p> <p><u>Team Games – net and wall games</u> Develop and refine strategies and tactics for attacking and defending during competitive team games</p>	<p><u>Dance</u> Vary dynamics of movements or dance, developing actions in time to music with a partner or as part of a group.</p> <p><u>Sending and Receiving</u> Use ball skills confidently and with some precision in a wide variety of competitive games.</p>	<p><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.</p> <p><u>Sending and Receiving</u> Use ball skills confidently and with some precision in a wide variety of competitive games</p>	<p><u>Team Games – leadership and competition</u> Develop and refine strategies and tactics for attacking and defending during competitive team games</p> <p><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.</p>
Music (Charanga)	<p>Happy - by Pharell Williams (Pop)</p> <p><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.</p>	<p>Classroom Jazz 2 - Bacharach Anorak and Meet The Blues</p> <p><i>children will learn;</i> to play the pieces</p> <p>to explore improvising with the repertoire.</p>	<p>A New Year Carol - A Friday Afternoons song by Benjamin Britten (Western Classical Music), Gospel, Bhangra.</p> <p><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.</p>	<p>You've Got A Friend by Carole King - The Music of Carole King</p> <p><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.</p>	<p>Music and Me - Contemporary, music and identity</p> <p><i>children will learn;</i> to explore the concept of 'identity' - the various elements that shape us.</p> <p>explore gender, with reference to social and cultural differences.</p> <p>to try out different ways of making their own music</p> <p>explore the work of some of the most influential women in music over the last 100 years.</p>	<p>Reflect, Rewind and Replay - Western Classical Music</p> <p><i>children will learn;</i> to take integrated approach to music</p> <p>to revisit songs and musical activities</p> <p>recognise a context for the History of Music</p> <p>recognise and use the beginnings of the Language of Music.</p>

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<p><b>Computing</b> (Purple Mash)</p>	<p><u>Online Safety (3 weeks)</u></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>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.</p> <p><u>Networks (3weeks)</u></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>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.</p>	<p><u>Blogging (4 weeks)</u></p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>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</p>	<p><u>Coding (6 weeks)</u></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p><u>Spreadsheets (5 weeks)</u></p> <p>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</p>	<p><u>Quizzing (6 weeks)</u></p> <p>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.</p>	<p><u>Text Adventures (5 weeks)</u></p> <p>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.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>
<p><b>Languages</b> (French)</p>	<p>Let's Visit a French Town</p>	<p>Let's Go Shopping</p>	<p>This is France</p>	<p>All in a Day</p>		

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RE	2.7 Why do Hindus want to be good?	2.10 What matters most to Humanists and Christians?	2.2 Creation and Science: Conflict or complementary?	2.5 What do Christians believe Jesus did to 'save' people? Links to Easter, appropriate time of year to study.	2.6 For Christians, what kind of King is Jesus?	2.12 How does faith help people when life gets hard? Systematic study leads to thematic study at the end of the year. Allowing informed comparison and further recall of subject knowledge.
PSHE	<p><u>Being me in my world</u></p> <p>I know that there are universal rights for all children, but for many children these rights are not met.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p> <p>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.</p> <p>I understand how democracy and having a voice benefits the school community.</p> <p>I can contribute to the group and understand how we can function as a whole.</p>	<p><u>Celebrating Difference</u></p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in either situation.</p>	<p><u>Dreams and Goals</u></p> <p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can identify why I am motivated to do this.</p>	<p><u>Healthy Me</u></p> <p>I can evaluate when alcohol is being used responsibly, antisocially or being misused.</p> <p>I can tell you how I feel about using alcohol when I'm older and my reasons for this.</p>	<p><u>RELATIONSHIPS WITHOUT FEAR</u></p>	<p><u>Changing Me</u></p> <p>I can describe how a baby develops from conception, through the 9 months of pregnancy and how it is born.</p> <p>I recognise how I feel when I reflect on the development and birth of a baby.</p>