

**Curriculum Overview Year 6**  
**2022-2023**

Autumn (14 weeks) Core Text: The Midnight Guardians Curricular Goals	Spring (12 weeks) Core Text: Kensuke's Kingdom Curricular Goals	Summer (13 weeks) Core Text: Holes Curricular Goals
<p><b>Art &amp; Design</b> Pupils can sketch a portrait in the style of Banksy (The girl with the pierced eardrum) using their knowledge of scale, depth, texture and tone</p> <p><b>Computing</b> To be able to create a presentation for a purpose incorporating visual, sound and text elements that includes appropriate software using J2Office To be able to make decisions about when to use data loggers to investigate scientifically To be able to use formulae to manipulate data within a spreadsheet</p> <p><b>Design &amp; Technology</b> Pupils can construct a WWII moving vehicle considering the strength of the product and enhancing with an electrical system using the Crumble Kit justifying their choices based upon its functionality</p> <p><b>Geography</b> To be able to argue that the human and physical features of the UK allows it to be a great global trader.</p> <p><b>History</b> Assess how the second world war impacted the city of Hull. Investigate how the Battle of Britain was won and assess Hull's contribution to this.</p> <p><b>Latin</b> To be able to match the English words to the Latin ancestor</p> <p><b>Music</b> Pupils compare and contrast the impact that different composers from different times have had on people of the time</p> <p><b>Personal, Social, Health &amp; Economic</b> Pupils can empathise with others in their community and globally and explain how this can influence the choices they make and how these choices can impact on others. Pupils can explain ways in which difference can be a source of conflict or a cause for celebration and have empathy with people in either situation</p> <p><b>Physical Education</b> To be able to create and perform a sequence of taught skills, including the use of apparatus, with attention to the enjoyment of an audience. To be able to successfully use all taught skills when competing in a basketball/netball match To be able to successfully use all taught skills when competing in a touch rugby match.</p> <p><b>Religion and World Views</b> Discuss barriers to reconsolidation and harmony and the power of forgiveness. Compare and contrast the celebration of Christmas in religious and secular homes across the world.</p> <p><b>Science</b> Pupils make a circuit that has an everyday use To be able to design and make a periscope and explain how it works</p>	<p><b>Art &amp; Design</b> Pupils can paint a landscape in a personal style using L.S. Lowry as a stimulus (Lost') drawing on their knowledge of perspective</p> <p><b>Computing</b> To be able to develop a game to include a timer or a score using J2E – Level 3</p> <p><b>Design &amp; Technology</b> Pupils can work within a budget to produce a cushion for commercial use justifying their choices based upon sustainability, functionality and costing</p> <p><b>Geography</b> To be able to accurately describe the location of the countries studied in Year 5 including the areas of the Arctic and Antarctic, in terms of latitude, longitude, hemisphere and tropics.</p> <p><b>History</b> Report on the impact of invasions drawing on knowledge of the Battle of Britain, the Scots' invasion and Viking invasions.</p> <p><b>Latin</b> To be able to match the Latin word to the English meaning</p> <p><b>Music</b> Pupils create music with multiple sections</p> <p><b>Personal, Social, Health &amp; Economic</b> Pupils can explain how people work together to help to make the world a better place and to justify their own motivation for this Pupils can evaluate when substances, including alcohol, are being misused and the impact this can have on individuals and others. Pupils can identify and apply skills to keep themselves emotionally healthy, including managing stress and pressure</p> <p><b>Physical Education</b> To be able to choreograph and perform own dance demonstrating own developed dance style <i>Dynamic Balance</i> To be able to lunge walk forwards, bringing opposite elbow up to a 90° angle as well as walk fluidly, lifting heels up to bottom and using a heel to toe landing maintaining balance on a line with eyes closed. <i>Counter Balance</i> To be able to stand on 1 leg while holding on to my partner's opposite leg, with a partner maintaining balance throughout. <i>Personal</i> To be able to organise roles and responsibilities to guide a small group through a task, co-operating well and giving helpful feedback.</p> <p><b>Religion and World Views</b> Discuss and give examples of how participating in rites of passage have an impact on religious communities. Explain the message of Easter for Christians and for the world today.</p> <p><b>Science</b> Choose an animal and explain how they have adapted to their environment Pupils design and explain a way to classify a range of living things</p>	<p><b>Art &amp; Design</b> Pupils can make a figure in their own personal style using Marisol Escobar (Women and Dog) as a stimulus.</p> <p><b>Computing</b> To be able to create a video with various green screen locations for a given purpose To be able to write a code of conduct for working online, messaging and using social media</p> <p><b>Design &amp; Technology</b> Pupils can work within a budget to safely produce a two course meal for guests justifying their choices based upon sustainability, costing and aesthetic qualities</p> <p><b>Geography</b> To be able to evaluate how human and physical features of a region can determine sustainability choices. (East Yorkshire, Iceland, Washington DC)</p> <p><b>History</b> Critically evaluate a period of British history when Britain could have been considered a great civilisation, drawing on their knowledge of what makes a civilisation great and the long arc of British history.</p> <p><b>Latin</b> To be able to find the Latin roots for English words To be able to identify the subject and the object</p> <p><b>Music</b> Pupils can improvise a short piece of music using a pentatonic scale</p> <p><b>Personal, Social, Health &amp; Economic</b> Pupils can identify and empathise when they or others may be experiencing feelings of loss. They can identify when people are trying to gain power or control and how to stand up for themselves in real or online situations offering strategies to help Pupils can describe how a baby develops from conception through the nine months of pregnancy, and how it is born reflecting on how they feel about this. Pupils can reflect on how they feel about becoming a teenager</p> <p><b>Physical Education</b> To be able to take part in and understand how the challenge of outdoor and adventurous activities can help to improve fitness, health and well-being. To be able to successfully use all taught skills when competing in a rounders match To be able to engage in appropriate competitive and cooperative activities against themselves and with others in an athletic sporting event, Choose appropriate techniques for specific events.</p> <p><b>Religion and World Views</b> Compare and contrast different faith and secular views about the purpose of life.</p> <p><b>Science</b> To be able to describe and explain how to keep you heart healthy</p>



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