



YEAR 6 overview 2017-18

Subjects that will be taught discretely	<b>REAL PE</b> Cognitive Skills	<b>REAL PE</b> Creative Skills	<b>REAL PE</b> Social Skills	<b>REAL PE</b> Applying Physical Skills	<b>REAL PE</b> Health & Fitness	<b>REAL PE</b> Personal Skills
	<b>Computing</b> Designing an Application	<b>Computing</b> We are Project Managers	<b>Computing</b> We are Market Researchers	<b>Computing</b> We are Interface Designers	<b>Computing</b> We are App Developers	<b>Computing</b> We are Marketers
	<b>SEAL</b> Belonging	<b>SEAL</b> Belonging	<b>SEAL</b> Belonging	<b>SEAL</b> Life Skills	<b>SEAL</b> It's Good to be Me Preparing for Secondary School	<b>SEAL</b> Relationships (School Nurse)
	<b>RE</b> Hopes, Dream and Fears	<b>RE</b> Christmas	<b>RE</b> Christian Stories	<b>RE</b> Christian Beliefs and Meanings	<b>RE</b> Islam Morals and Beliefs	<b>RE</b> Islam Morals and Beliefs
	<b>Music</b> Musical notation Theory/Practical Recorders	<b>Music</b> Harmony	<b>Music</b> Theory Dynamics	<b>Music</b> Recorders Musical notation	<b>Music</b> Classroom Orchestra	<b>Music</b> Classroom Orchestra
	<b>MFL</b> Places, directions and shops	<b>MFL</b> Story-telling: <i>The Smartest Giant In Town</i>	<b>MFL</b> French Culture – Art: The Impressionists	<b>MFL</b> French Culture - Music & Architecture: <i>Le Marseilles</i>	<b>MFL</b> Time	<b>MFL</b> Annual revision Prep for Secondary School

**History**

Changes in Britain from the Stone Age to the Iron Age.	The Roman Empire and its impact on Britain.	Britain's settlement by Anglo-Saxons and Scots.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	A local history study.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Ancient Greece – a study of Greek life and achievements and their influence on the western world	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c
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**Geography**

Locational knowledge: 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.	Locational knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Locational knowledge: Identify the position and significance of latitude and the Prime/Greenwich Meridian and time zones (including day and night).	Locational knowledge: Identify the position and significance of longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.	Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Human and physical geography: Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.	Human and physical geography: Describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes.	Human and physical geography: Describe and understand key aspects of physical geography, including the water cycle.	Human and physical geography: Describe and understand key aspects of human geography, including types of settlement and land use.	Human and physical geography: Describe and understand key aspects of human geography, including economic activity including trade links.
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**Art**

Create sketch books to record their observations and use them to review and revisit ideas.	Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].	Know about great artists, architects and designers in history
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**D&T**

Design: 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.	Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Make: Select from and use a wider range of tools and equipment to perform practical tasks.	Make: 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.	Evaluate: Investigate and analyse a range of existing ideas and products against their own design criteria and consider the views of others to improve their work.	Evaluate: Evaluate their ideas and products against key events and individuals in design and technology have helped shape the world.	Technical Knowledge: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Technical Knowledge: Understand and use mechanical systems in their products.	Technical Knowledge: Understand and use electrical systems in their products.
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