



Belong Enthuse

Enjoy Succeed

# Y6 Belgrave Curriculum 2023-24

Y6	T1	T2	T3
Theme	Was World War Two won during the Battle of Britain?	Surviving in mountain environments.	London: Our capital.
Two Significant people	Mary Ellis (WW2 pilot) Alan Turing	Katherine Johnson Mary Anning	Steve McQueen Joseph Bazelgette
History/ Geography	<p>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Battle of Britain.</p> <ul style="list-style-type: none"> <li>Analyse different ways we learn about the past.</li> <li>Understand some of the events that lead to World War Two.</li> <li>Childhood: Describe what it would have been like to be evacuated.</li> <li>Understand the importance of the Battle of Britain in World War Two.</li> <li>Communication: how did people communicate during war? Morse code, enigma code etc...</li> </ul> <p>Geography Fieldwork: look at how our own locality has changed since World War Two – compare and contrast two historical maps of the area; also look at scales and contours.</p>	<p>Mountain environments;</p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography (including: climate zones, biomes) and human geography (Including land use, economic activity.</li> <li>Compare Snowdonia with Mt. Everest.</li> <li>Look at human impact on natural environment.</li> <li>Compare i-pads and atlases – which is most useful?</li> </ul>	<p>Look at geography of London – population/ population density. Compare to Chester and other capital cities. Look at multi-cultural nature of London: why? Look at economy of London. Look at population change over time. What will it look like in 50 years' time? Possible challenges?</p> <p>Mayan Civilisation circa 900AD</p> <ul style="list-style-type: none"> <li>Look at ancient city of Tikal – when was it 'rediscovered'?</li> <li>Compare and contrast key aspects such as architecture, communication, number system, population with UK/ Chester and other key times in history such as Ancient Egypt.</li> </ul>
Science	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p>Electricity:</p> <ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>Animals including humans:</p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of heart, blood vessels etc...</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the body</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p>Evolution and inheritance:</p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary</li> <li>identify how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.</li> </ul>	<p>Light:</p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p>First Aid in a Day – children will take part in a day's basic first aid training. This will follow the KS2 scheme of work produced by St John's Ambulance.</p>

English	Historical Narrative – Michael Morpurgo ‘Friend or Foe’; Robert Swindells ‘Machine Gunners’; Skyward – Sally Deng Narrative writing – ‘The Island’ Armin Greder (No Outsiders), Shaun Tan – ‘The Arrival’, ‘Tales from Outer Suburbia’. Persuasive Writing – estate agent writing; persuasive newspaper article.	Biographies: research and write about chosen people. Balanced arguments – linked to geography – balanced piece discussing + - of a development in mountainous region. Stories with a Flashback – ‘Charlie and the Chocolate Factory.’ Why has a flashback been added to new film?	Thriller Writing – ‘Stormbreaker’ A Horowitz, ‘Silverfin’ C Higgson. Poetry - Power of Imagery: writing haiku to capture a moment/ image.
Maths	We will be following the White Rose schemes of work to plan from. We may not follow the exact order as shown but coverage will be ensured over the year: <a href="https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/">https://whiterosemaths.com/resources/schemes-of-learning/primary-sols/</a>		
Computing	Barefoot Computing unit of work based on code breaking and Enigma code. Use of animation software.  Internet safety – history of the internet/ www. Look at impact of internet/ social media on children’s lives. Can you trust everything on the internet?	Excel – use of excel spreadsheets to plan events and record data in science.  Internet Safety - Focus on how to stay safe on line and healthy use of social media etc...Personal info. Media and stereotypes. Online reputation. Online safety quiz	Kodu programming – Mars Rover based project.  Stop-Go animation: using Stop Motion on the i-pads.
Art/ DT	Design and make a working Morse code machine – electrical systems.  Art linked to WW2 – Henry Moore (semi-abstract sculpture).	STEM week – make working models of heart and lungs.  Hokusai – 36 Views of Mount Fuji – printing.	Cooking and Nutrition  Hannah Hoch, Jerry Uelsman (photomontage)
RE	Sikhism – How do Sikhs worship? Christianity – How and why do Christians worship? What are the benefits for believers?	Christianity – What is the kingdom of God and what do Christians believe about life after death?	Islam – How is the Muslim faith expressed through family life?
PE	Games – Tag Rugby and tennis Dance	Gymnastics Invasion games	Cricket Athletics
Music	We will be following the Charanga music scheme and using a range of songs such as ‘Livin’ on a prayer’ to encourage the development of musical skills through listening and appraising, differing musical activities and performing. <a href="https://charanga.com/site/musical-school/">https://charanga.com/site/musical-school/</a>		
Mandarin	This year, we are excited to be introducing Mandarin into the Belgrave curriculum. We will be learning Mandarin vocabulary and culture through art, story-telling, drama and music. The children will be learning about, and celebrating, events within the Chinese calendar. We hope that they will be enthused to learn about another culture and that this, in turn, will open their minds to new cultures and language learning opportunities.		
No Outsiders texts RSE	The Island – Armin Greder Dreams of Freedom – Amnesty International	The Thing – Simon Puttock and Daniel Egneus Leaf – Sandra Dieckmann  RSE and drugs education – see Christopher Winter scheme of work.	My Princess Boy – Cheryl Kilodavis/ Susanne DeSimone.
Trips/ visitors	Trip to Stockport Air Raid Shelters or Western Approaches, Liverpool.	Safety Central – safety skills for life.	