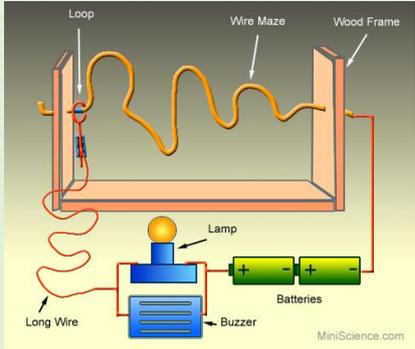


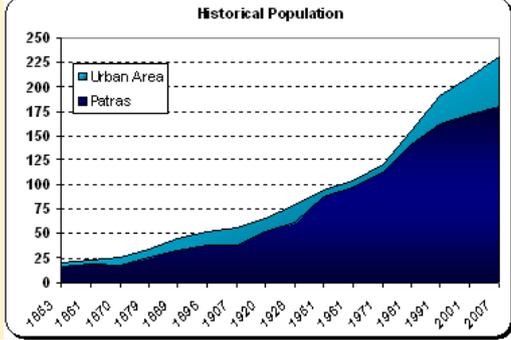


Featherstone All Saints CofE Academy
Long-term curriculum overview

Year: 6 - Autumn term

Theme: Groovy Greeks

Subject:	Breadth of study:	Cross curricular links:
Science	<p><u>Electricity</u></p> <ul style="list-style-type: none">• Look at appliances, circuits, lamps, switches, insulators and conductors.• Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials. <p><u>Light</u></p> <ul style="list-style-type: none">• Look at sources, seeing, reflections and shadows.• Explain how light appears to travel in straight lines and how this affects seeing and shadows.	<ul style="list-style-type: none">• Design and make electronic games- link to design and technology.  <ul style="list-style-type: none">• Light reflection and refraction - link to angles in maths.
Computing	<p><u>Coding- Scratch</u></p> <ul style="list-style-type: none">• Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.• Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.• Use logical reasoning to explain how a simple algorithm works, detect and correct errors in algorithms and programs.	<ul style="list-style-type: none">• Children will create and code a game based around 'Whack-a-mole' - mathematical link to coordinates, position and direction. 

<p>Religious Education</p>	<p><u>What would Jesus do? / Was Jesus the Messiah?</u></p> <ul style="list-style-type: none"> • Study the beliefs, festivals and celebrations of Christianity. 	<ul style="list-style-type: none"> • Explanation Text- English • Performance of bible stories/ scenarios - Drama • Sketching and Painting- Art
<p>History</p>	<p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> • Study the impact that the Ancient Greeks had on Britain today. 	<ul style="list-style-type: none"> • Chronology- Maths • Explanation Texts- English • Diary Writing- English • Data Collection- Computing  <p>The chart 'Historical Population' shows the population of Urban Area (light blue) and Patras (dark blue) from 1853 to 2007. The Y-axis represents population from 0 to 250 in increments of 25. The X-axis shows years from 1853 to 2007 in 5-year increments. The total population grows from approximately 25 in 1853 to over 225 in 2007. Patras accounts for about 175% of the total population by 2007, while the Urban Area accounts for the remaining 50%.</p>
<p>Geography</p>	<p><u>Modern Greece</u></p> <ul style="list-style-type: none"> • Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> • Explore the stretch of the Grecian Empire across Europe using maps and atlases. • Describe the physical and human geographical features of Greece and compare to United Kingdom.  <p>The map 'The Empire of Alexander the Great' shows the extent of his empire in red across Europe, the Middle East, and parts of Asia. It includes labels for major cities like Athens, Rome, and Jerusalem, and geographical features like the Nile and the Tiber. The map is credited to Dreamstime.com.</p>

Physical Education	<p><u>Basketball</u></p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <p><u>Dance</u></p> <ul style="list-style-type: none"> • to learn and perform dances. 	N/A
Design & Technology	<p><u>Food Technology</u></p> <ul style="list-style-type: none"> • understand and apply the principles of a healthy and varied diet. • prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. • understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. <p><u>Enterprise Project</u></p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks, such as 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. 	<ul style="list-style-type: none"> • Buying and selling/making profit- maths • Persuasive advertisement- computing/English • Try historic Grecian delicacies and take inspiration from ancient recipes- history.  
Art & Design	<p><u>Mosaics / David Hockney Landscapes</u></p> <ul style="list-style-type: none"> • Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. • Develop and share ideas in a sketchbook and in finished products. • Improve mastery of techniques. • Learn about the great artists, architects and designers in history. 	  

<p>Music</p>	<p><u>Samba</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music. 	<p>N/A</p>
<p>Languages</p>	<p><u>French</u> In the chosen modern language:</p> <ul style="list-style-type: none"> • Speak • Read • Write <p>• Look at the culture of the countries where the language is spoken.</p>	<p>N/A</p>



Featherstone All Saints CofE Academy
Long-term curriculum overview

Year 6 - Spring term

Theme: Malicious Mayans

Subject:	Breadth of study:	Cross curricular links:
Science	<p><u>Animals including Humans</u></p> <ul style="list-style-type: none"> • Look at nutrition, transportation of water and nutrients in the body, and the muscle and skeleton system of humans and animals. • Look at the digestive system in humans. • Look at the human circulatory system. <p><u>Evolution and Inheritance</u></p> <ul style="list-style-type: none"> • Look at resemblance in offspring. • Look at changes in animals over time. • Look at adaptation to environments. • Look at differences in offspring. • Look at adaptation and evolution. • Look at changes to the human skeleton over time 	<ul style="list-style-type: none"> • Sketch the skulls of chimpanzees, Neanderthals and humans to compare and form evolutionary links- art. • Collect data, draw graphs- maths link • Non- Chronological Report- English • CPR video- computing <div style="display: flex; justify-content: space-around;">   </div>
Computing	<p><u>Create a website using Adobe Page</u></p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children will create a website to entice tourists into visiting Central America- geographical link.
Religious Education	<p><u>What difference does the resurrection make to Christians? / What kind of king is Jesus?</u></p> <ul style="list-style-type: none"> • Study the beliefs, festivals and celebrations of Christianity. 	<ul style="list-style-type: none"> • Art link- children to design and paint crosses that include everything that is important to them for Easter with Jenny Pye. <div style="text-align: center;">  </div>

<p>History</p>	<p><u>Malicious Mayans</u></p> <ul style="list-style-type: none"> • A non- European society that contrasts with British history <p>chosen from:</p> <ul style="list-style-type: none"> • Early Islamic Civilization • Mayan Civilization • Benin. 	<ul style="list-style-type: none"> • Design and create Mayan masks • 1st person recount of a sacrifice- English Link • Cut up and taste food from Central American region- food technology link. 
<p>Geography</p>	<p><u>Central America</u></p> <ul style="list-style-type: none"> • Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. 	<ul style="list-style-type: none"> • Compare America to Greece and the United Kingdom geographically - link to previous unit of learning.
<p>Physical Education</p>	<p><u>Tag Rugby/Football</u></p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending. 	<p>N/A</p>
<p>Art & Design</p>	<p><u>Picasso Portraits</u></p> <ul style="list-style-type: none"> • Develop and share ideas in a sketchbook and in finished products. • Improve mastery of techniques. • Learn about the great artists, architects and designers in history. 	<p>N/A</p>

Languages	<u>French</u> In the chosen modern language: <ul style="list-style-type: none">• Speak• Read• Write <ul style="list-style-type: none">• Look at the culture of the countries where the language is spoken.	N/A
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Featherstone All Saints CofE Academy
Long-term curriculum overview

Year 6 - Summer term

Theme:

Subject:	Breadth of study:	Cross curricular links:
Science	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> • Identify and name plants and animals • Look at classification keys. • Look at the life cycle of animals and plants. • Look at classification of plants, animals and micro-organisms. • Look at reproduction in plants and animals, and human growth and changes. • Look at the effect of diet, exercise and drugs. 	<ul style="list-style-type: none"> • Explanation Texts- English • Collect data on the life span of certain animals/insects and present on a line graph- can the children create a hypothesis based on the size of the creature etc- maths link
Computing	<p><u>Digital Literacy- Virtual Yearbook</u></p> <ul style="list-style-type: none"> • Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 	<ul style="list-style-type: none"> • Each child to write about their experiences and funny memories of primary school.
Religious Education	<p><u>What does it mean for a Jewish person to follow God?</u> Study other religions of interest to pupils</p> <p><u>What would make our town, city or world a more respectful place?</u></p> <ul style="list-style-type: none"> • Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism. • Study three of the major six religions not studied in depth in order to gain a brief outline. 	N/A

Physical Education	<p><u>Rounders</u></p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Take part in athletics activities. 	N/A
Design & Technology	<p><u>Woodwork/electronics</u></p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors. • apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 	<ul style="list-style-type: none"> • Link to Science- circuits
Languages	<p><u>French</u></p> <p>In the chosen modern language:</p> <ul style="list-style-type: none"> • Speak • Read • Write • Look at the culture of the countries where the language is spoken. 	N/A