

YEAR 6 CURRICULUM 2024

Autumn Term Religion	Rationale
RE Autumn 1 - The Kingdom of God – to consider how the good news can be shared and reflect on how we live up to this commitment. Our commitment to the Kingdom and how we share the mission.	To understand our role in building the Kingdom of God. To express opinions and ask relevant questions. To show compassion through our actions towards others.
RE Autumn 2 - Justice – to understand what Justice is, how we overcome injustice. How to prepare the way for Jesus and the Mystery of the Incarnation.	To understand that we are all called to work for Justice. To be aware that people have been persecuted for their belief in Jesus and their beliefs have cost them their life.
Autumn Term Topics	Rationale
History – Maafa - This project teaches children about Africa past and present and the development of the slave trade. It also explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.	To understand that all cultures are not like English cultures. To develop an understanding of how Britain has changed into being a multi-cultural inclusive society.
Science – Animals including Humans - This project teaches children about the transport role of the human circulatory system, its main parts and their primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body.	To encourage the children to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary, so that they can describe with confidence the ways in which nutrients and water are transported within animals, including humans. To recognise the importance of making predictions and the setting up of further comparative and fair tests. To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results. To Identify scientific evidence that has been used to support or refute ideas or arguments. To identify the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
Geography – Our Changing World project – This essential skills and knowledge project revises the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade.	To develop an understanding of the earth and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). To consider how climate change affects climate zones and biomes across the world.
Art & Design Colour and Style This essential skills and knowledge project revisits learning about colour theory, including primary, secondary, tertiary, complementary, analogous, warm and cool colours, hues, tints, shades and tones. They learn about the use of colour in four art movements before using this knowledge to create a painting with personal meaning.	To develop Colour theory; Colour palettes and art movements. To generate ideas for a painting with personal meaning. Pupils will adapt and refine artwork in light of constructive feedback and reflection. To create innovative art that has personal, historic or conceptual meaning. To understand that Art with a personal idea or theme might express the artist's feelings about social matters or their own personal experience of social issues. Pupils will gather, record and develop information from a range of sources to create a

Art & Design Trailblazers, Barrier Breakers – This project teaches children about significant black artists and their work, and provides opportunities to analyse and create artwork inspired by them. Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.	mood board, montage or annotated sketch to inform their thinking about a piece of art. To understand that sketching and preliminary colour studies are a necessary part of the artistic process and can help develop a more refined and polished piece of artwork. To use knowledge of colour and colour theory to create art. To know that the impressionists mixed colours as little as possible and used contrasting and lighter colours than in previous eras. That Fauvist artists used exaggerated, complementary colours like purple and yellow, red and green, or orange and blue. The Realism movement painted scenes from everyday life using a naturalistic colour palette. The Expressionism movement distorted images using non-naturalistic blocks of colour. To provide the children with the opportunity to study significant artists. To develop their observational skills through sketching and detailed recording of own pieces. To study how different artistic movements often use colour in a distinctive way. For eg, Expressionist artists use intense, non-naturalistic colours. Impressionist artists use complementary colours. In contrast, Fauvist artists use flat areas or patches of colour and Naturalist artists use realistic colours.
Design and technology – Food for Life - Children will make bread and pasta sauces and learn about the benefits of whole foods. They will plan and make meals as part of a healthy daily menu. To evaluate their completed products.	To educate children about processed food and the importance to their physical and mental health of making healthy food choices. To provide them with basic skills in making healthy food choices.
Computing Autumn 1 – Online Internet Safety and how to use Blogs. Computing Autumn 2 - Digital Literacy – Databases, spreadsheets, Book Creator, Picture Collage.	To ensure children remain safe online and are aware of potential dangers. Children need to examine the consequences of their online activity—both good and bad. When teaching Digital Citizenship, it is vital that we thoroughly embed the principles of staying safe online and then move onto web content and how they interact with it. It is important to use real world examples with our children to ensure that their learning is relevant to their life experiences
French Autumn 1: Let's Visit a French Town - will learn specific vocabulary to describe France, in terms of its neighbours and the positions/distances of a variety of cities. French Autumn 2: Let's go shopping – children will learn the vocabulary, key phrases and prepositional language they need to talk about going shopping in French.	To increase connectivity with the wider world through communication in another language. To allow them to understand and appreciate another European culture through language. To develop their confidence in the wider world.
Music Autumn 1 – Sparkyard Music	The Sparkyard Music Curriculum provides children with a clear sequence of musical

Children be will exploring the essential musicianship dimensions through active and enjoyable activities to gain confidence in performing together. This includes: understanding structures of music through listening and analysing, developing and expressing creative musical skills to compose their own music. Autumn 2 – Christmas Singing Skills	activities to develop their confidence in Music within the classroom. With fabulous Out of the Ark songs at its heart, it uses a skills-based approach where key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage.
Spring Term Religion	Rationale
RE Spring 1 – Exploring the Mass – looking at all elements of Mass – the beginning, offertory consecration and Holy Communion. How Jesus is the Bread of Life and the Blessed Sacrament.	To understand that Jesus made a New Covenant with us and that we have a role to play in the Covenant that he made. To become more aware of the sequence and importance of events at Mass and the reason behind them. To reflect on the meanings of these events and their significance to us in our lives. To recognise that it is Jesus that we receive in Holy Communion and the importance this holds.
RE Spring 2 – Jesus the Messiah – to look at big questions, to identify who Jesus is, his journey to Jerusalem. To identify and understand Holy Week events.	To understand that Jesus is the Messiah. To express with confidence what this means to them. To become confident in expressing their thoughts and feelings on Jesus as he made his way to Jerusalem. To understand the importance of Holy Week and how these events are remembered during Holy Week. Express with confidence how these events changed the world.
Spring Term – Frozen Kingdom	Rationale
Geography – This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.	To build on the knowledge gained on the earth in Autumn term, considering again longitude, attitude and co-ordinates. To develop an understanding of the differences in the Arctic and Antarctic.
Science – Spring 1 - Electricity - This project teaches children about electrical circuits, their components and how they function. They recognise how voltage of cells affects the output of a circuit and record circuits using standard symbols.	To provide the opportunity for pupils to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To use test results to make predictions to set up further comparative and fair tests. To be confident in using scientific evidence been to support or refute ideas or arguments.
Science – Spring 2 – Classification - Children learn about the principles of classification and create their own keys to classify each other.	Children research the history and foundations of classification. They learn how to sort and group using existing classification keys and observe how a key can be produced. Working in groups, children then use their observational skills to sort and group animals. Working carefully and systematically they will produce a classification key that will help someone identify an animal.
Art & Design – Inuit Art - This project teaches children about the Inuit way of life, including some of their cultural and artistic traditions.	Children will learn to appreciate another culture through studying the art of an Inuit artist. They will record their observations and use them to review and revisit ideas when sketching and drawing.

Computing Spring 1 – use simulation programmes – coding Computing Spring 2 -continue to use simulation programmes - scratch	Children will design, use logical reasoning and problem-solving within these units. They will develop resilience when carrying out the work as problem solving is essential. In developing their simulation programmes, they will focus more on computer science rather than computer literacy (word processing and spreadsheet programmes).
French Spring 1 – This is France - Distance and direction. Locations – neighbouring countries, distances and directions. French Spring 2 – All in a Day	To increase connectivity with the wider world through communication in another language. To allow them to understand and appreciate another European culture through language. To develop their confidence in the wider world.
Music Spring 1 – ALFA Education – Pitch and notation. Following a 'One Song Approach', children will continue to develop their pitch and notation knowledge and confidence to begin to create their own compositions recognising symbols, duration and understanding differences between them. Spring 2 – Pitch and Notation continued. Using a song relevant to the season, celebrations of Spring or Topical focus, children will copy, perform and create simple melodies using their notation knowledge.	Children use music to help maintain emotional and social well-being and celebrate culture and community in ways which involve entertaining, developing passions and performing confidently as an ensemble or individual creatively. Bolton Music Service is used alongside ALFA Education, Charanga other musical resources to engage and influence children's musical knowledge and breadth.
Summer Term Religion	Rationale
RE Summer 1 – The Transforming Spirit – study the disciples of Jesus, the Ascension and Pentecost, understand the early Christian community, study Peter and Paul.	To reflect on the Ascension and what it was like for the disciples. To understand how the Holy Spirit transformed the lives of the Apostles and what this meant for them. To express how the experiences of the Apostles can help us.
RE Summer 2 – Called to Serve – Consider the invitation we have been given. To understand the sacraments of Confirmation, Marriage, Holy Orders. To respond to God's call.	To encourage the children to reflect on how we are all called to be disciples and how we can accept this invitation. To recognise how we can use the gifts of the Holy Spirit. To understand the sacraments and their significance on our lives and the lives of others.
Summer 2 – Britain at War	Rationale
History - This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.	To help children to gain knowledge and understanding of Britain's past and that of the wider world. To allow children to develop the following key skills: ask perceptive questions, think critically, evaluate evidence and examine arguments.
Science – Light – This project teaches children about electrical circuits, their components and how they function. Science - Evolution and Inheritance - This project teaches children about how living things on Earth have changed over time, and how fossils provide evidence for this.	To be able to explain using scientific vocabulary how light travels. They will recognise how voltage of cells affects the output of a circuit and record circuits using standard symbols. Children will learn how characteristics are passed from parents to their offspring, and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to evolution.

Art & Design – Distortion and Abstraction - This project teaches children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create an abstract painting. Bees, Beetles and Butterflies - This project teaches children about sketchbooks, observational drawing, mixed media collage and Pop Art. They consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies.	Children will learn to create their own abstract art pieces using a variety of media. Children will sketch, observe and develop their own ideas. They will then consolidate their learning to make a final piece of artwork inspired by bees, beetles or butterflies.
Design & Technology – Make Do and Mend - This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.	Through studying this topic children will understand the “make do and mend” campaign and the importance it had on life during the second world war.
Computing Summer 1 – information technology Computing Summer 2 – digital literacy	The children will look at how computers were created and using binary programming language and skills. They will select and combine a variety of software to design and create a programme. They will then evaluate their final product.
French Summer 1 – Revision of all topics covered in KS2. French Summer 2 – Revision of all topics covered in KS2.	To increase connectivity with the wider world through communication in another language. To allow them to understand and appreciate another European culture through language. To develop their confidence in the wider world.
Music Summer 1 – ALFA Education – Composition and Performance. Children will use their individual, creative and unique nature to create and compose melodies focused on this Term’s ‘One Song’ approach in multiple different approaches. These compositions will use a range of body, vocal and instrumental sound effects to fit different purposes. This can include an introduction to Music Technology. Summer 2 – Composition and Performance continued. Children will refine their knowledge and confidence with their own composing skills – creating introductions, bridges or even harmonies to their focus song. Their performance skills can shine through end of year performances and ensembles.	Children use music to help maintain emotional and social well-being and celebrate culture and community in ways which involve entertaining or understanding themselves and making sense of the world around them. Bolton Music Service is used alongside Charanga to engage and influence children’s musical knowledge and breadth.