

Boughton Heath Academy Curriculum

























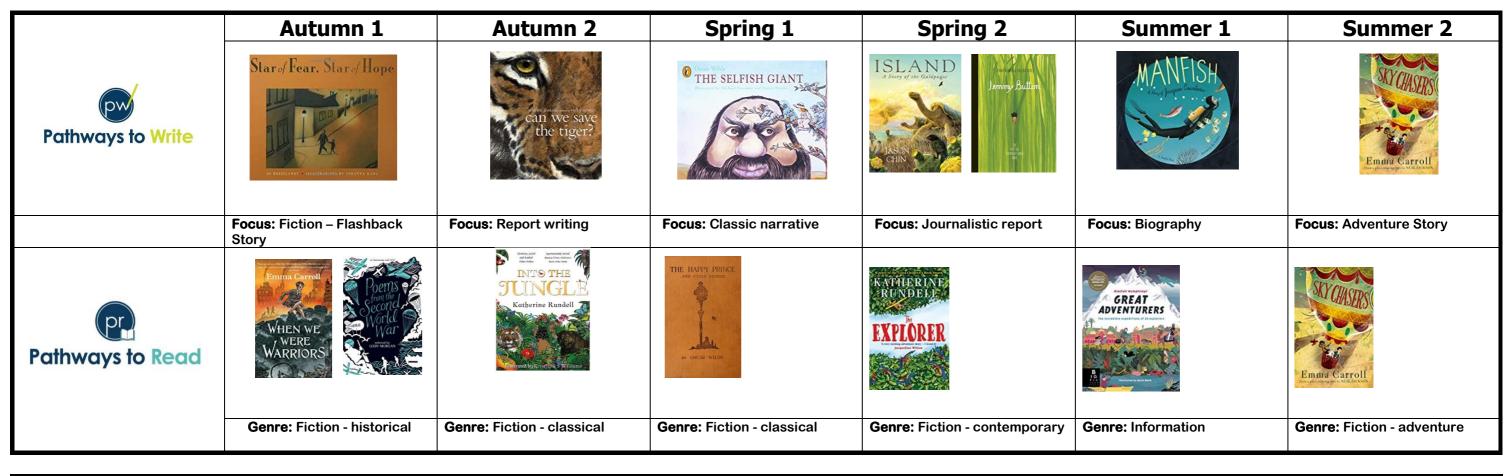


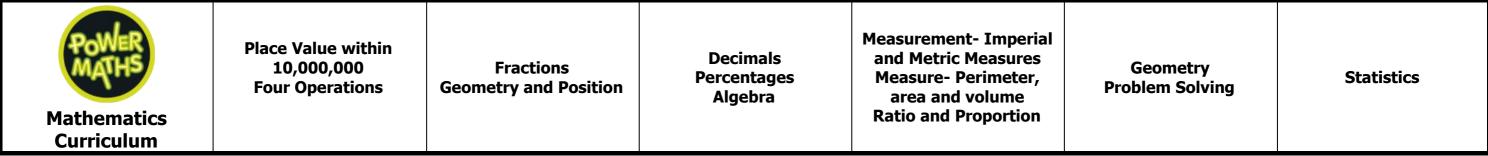
Year Group Overview 2023 – 24

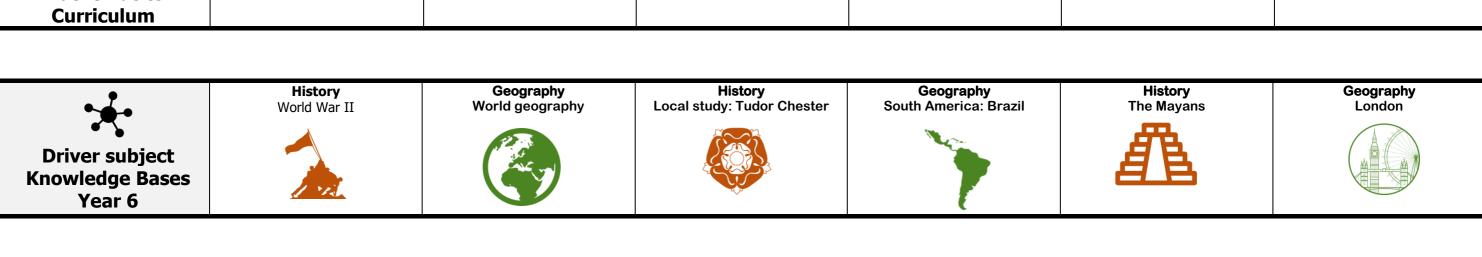
Year Six

Here, children thrive...

English and Mathematics Curriculum Overviews







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Living things and their habitats 1. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals 2. Give reasons for classifying plants and animals based on specific characteristics.	Electricity 1. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 2. 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 3. Use recognised symbols when representing a simple circuit in a diagram.	Light 1. Recognise that light appears to travel in straight lines 2. 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 3. 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 4. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	The Circulatory System 1. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Diet, drugs and lifestyle 2. Recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function 3. Describe the ways in which nutrients and water are transported within animals, including humans.	Variation 2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Adaptation 3. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Fossils 1. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
Geography		World Geography – including the Arctic and Antarctic Circles 1. 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 3. 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). 7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Interconnectivity		South America: Brazil – biomes and vegetation belts 1. Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, and mountains. 6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 8. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		London – comparison with Brasilia 1. Locate the world's countries, usin maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 4. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America. 5. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, and mountains. 6. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 7. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 8. Use the eight points of a compass four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 9. Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. My place in the world

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
H	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, Improvise and compose music for a range of purposes using the inter-related dimensions of music, Listen with attention to detail and recall sounds with increasing aural memory, Use and understand staff and other musical notations, Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.					
Music	Songs of World War 2	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' song	Baroque
MFL	Sport & Olympics Accurately pronounce the name of a sport. Construct simple sentences to say whether they like a sport or not. Know where some of the countries are located in the world. Identify some of the French country words using cognates and near cognates. Use the correct form of 'aller' and the correct preposition in most cases in written exercises. Understand and accurately pronounce most words and phrases about sports. Follow the basic rules of pétanque. Write an interview article in French about their Olympic sport and visit to the Olympic Games using a writing frame.	Football Try two methods of memorising and learn at least four of the new words. Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson. Translate some player profiles. Construct the sentence, I come from [a place] in French. Understand comprehension questions based on the topic of football and show some competence in answering them. Complete part of a player profile. Deliver an oral presentation with a reasonable standard of pronunciation.	My house & home Understand the different types of houses and their rooms in French. Ask and answer questions using vocabulary about houses. Remember and understand the elements of a house and family. Use a writing frame to create a written description of their house. Label a bedroom and use the related vocabulary in simple sentences. Accurately use prepositions verbally as well as in written sentences. Describe all the rooms in their house. Describe where they live and with whom. Write a letter including questions.	Holidays Remember the countries in the world in French. Use a writing model to create a complex sentence. Begin to understand the present and future tense of 'aller' in French. Identify the present and future tenses in reading and listening. Label images of clothing correctly. Speak in sentences and write a paragraph. Recognise familiar words and cognates. Begin to understand the gist of the text to be able to answer some questions. Find out information from a range of websites and use this information to plan a holiday.	Transport & direction Describe routes to school using pictures and word cards. Follow simple directions accurately. Describe the relationship between places using a preposition. Put modes of transport into a simple sentence. Role-play buying tickets. Use modes of transport to build sentences about going to places. Begin to use negative sentences correctly. Learn to say and read places in a town. Use a writing frame to give a reasoned opinion on a visit. Identify the grammatical elements of a text. Understand the gist of a text.	
Religious Education	Christianity What can we learn from Christian religious buildings and music? 1. What would I expect to find in Christian places of worship? 2. What would my local church want me to know about them? 3. Which piece of art or artefact from my local church can I find out more about? 4. How is music used in church? 5. How does the "Lord of the Dance" and "See what a morning" to the Gospel narratives of Easter? 6. How does the Christian communities demonstrate their beliefs through song and silence?	Christianity How and why do Christians worship? What are the benefits for believers? 1. What is worship? Do you believe in "Something Greater"? 2. What is the purpose of prayer? 3. How do denominations worship in different and similar ways? 4. How do believers feel when they worship? What is a spiritual encounter? 5. How is the joining of a denomination celebrated by the community? What are the responsibilities of being part of a community? 6. How do Humanists celebrate? Why are celebrations important to communities?	Sikhism How do Sikhs worship? 1. What is the Gurdwara how is this important to the community? What is the Khanda? 2. How do Sikhs worship in the Gurdwara? 3. Why do Sikhs have a Langar? 4. How do Gurdwaras look different or similar around the world? What is the Golden Temple like? 5. Can I introduce Sikhism to others making connections with my prior learning?	Christianity What are some of the differences within Christianity locally and globally? 1. How are the churches in our local community similar and different? 2. Can you compare worship in a local church to a church in another country? 3. Can you compare how communion is celebrated in local churches? 4. How do local Christian communities celebrate Easter? 5. How is Easter celebrated around the world? 6. St George is the Patron Saint of England, how is he remembered around the world?	Christianity What is the Kingdom of God and what do Christians believe about the afterlife? 1. What did Jesus teach about the Kingdom of God in the Parable of the Mustard Seed? 2. How does Jesus use the parables of the Great Feast and the Pearl to explain the Kingdom of God? 3. How does the local church community live as God's Kingdom on Earth? 4. How does a belief in the Kingdom of God inspire and influence Christians across the world? 5. What do you believe about life after death? 6. What do Christians believe about life after death?	Humanism 1. What do humanists believe makes us special? 2. How do humanists believe we can be happy? 3. What are the special ways humanists celebrate in their lives? 4. Why do humanists think we should be good to each other?

	T	I	I	1	I	Poundons
Physical Education	Hockey use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Athletics use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Dance use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Net and wall games use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Athletics and Netball use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Rounders use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.
Computing	Computing systems and networks: Bletchley Park 4. 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. 5. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 7. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Programming: Introduction to Python 1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. 3. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Data handling 1: Big data 1 4. 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. 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 7. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Text Adventure 1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. 2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	Blogging 4. 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. 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 7. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 1.	Quizzing 6. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
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	Being me in my world Identifying goals for the year Global citizenship	Celebrating differences Perceptions of normality Understanding disability Power struggles	Personal learning goals, in and out of school Success criteria Emotions in success	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture	Relationships	Changing Me Self-image Body image Puberty and feelings Conception to birth

PSł	ICE & RSE

- Children's universal rights Feeling welcome and valued Choices, consequences and rewards
- Group dynamics
 Democracy, having a voice
 Anti-social behaviour Rolemodelling
- Understanding bullying Inclusion/exclusion
- Differences as conflict, difference as celebration Empathy
- Making a difference in the world Motivation
- Recognising achievements Compliments

- Emotional and mental health
- Managing stress
- Managing feelings
 Power and control
 Assertiveness
 Technology safety
 Take responsibility with
 technology use
- Reflections about change Physical attraction
- Respect and consent
 Boyfriends/girlfriends Sexting
 Transition