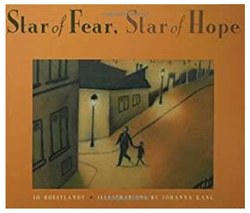
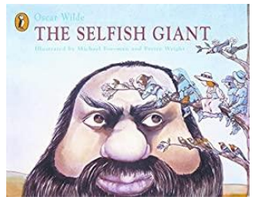
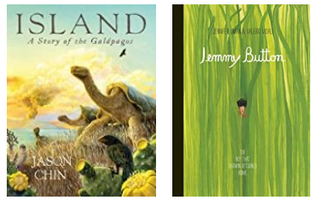
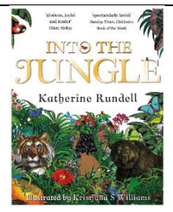
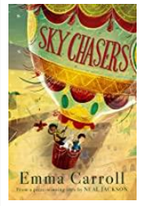
Boughton Heath Academy Curriculum

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
Pathways to Write						
	Focus: Fiction – Flashback Story	**Focus:** Report writing	**Focus:** Classic narrative	**Focus:** Journalistic report	**Focus:** Biography	**Focus:** Adventure Story
Pathways to Read						
	Genre: Fiction - historical	**Genre:** Fiction - classical	**Genre:** Fiction - classical	**Genre:** Fiction - contemporary	**Genre:** Information	**Genre:** Fiction - adventure

Mathematics Curriculum	**Place Value within 10,000,000 Four Operations**	**Fractions Geometry and Position**	**Decimals Percentages Algebra**	**Measurement- Imperial and Metric Measures Measure- Perimeter, area and volume Ratio and Proportion**	**Geometry Problem Solving**	**Statistics**

Driver subject Knowledge Bases Year 6	**History** World War II	**Geography** World geography	**History** Local study: Tudor Chester	**Geography** South America: Brazil	**History** The Mayans	**Geography** London

	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. Diversity		**London – comparison with Brasilia** 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. 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

History	**An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066: World War Two** 1. Continue to develop chronologically secure knowledge of history. 2. Establish clear narratives within and across periods studied. 3. Note connections, contrasts and trends over time. 4. Develop the appropriate use of historical terms. 5. Regularly address and sometimes devise historically valid questions. 6. Understand how knowledge of the past is constructed from a range of sources. 7. Construct informed responses by selecting and organising relevant historical information. 8. Understand that different versions of the past may exist, giving some reasons for this. **Invasion**		**A Local History Study: Tudor Chester** 1. Continue to develop chronologically secure knowledge of history. 2. Establish clear narratives within and across periods studied. 3. Note connections, contrasts and trends over time. 4. Develop the appropriate use of historical terms. 5. Regularly address and sometimes devise historically valid questions. 6. Understand how knowledge of the past is constructed from a range of sources. 7. Construct informed responses by selecting and organising relevant historical information. 8. Understand that different versions of the past may exist, giving some reasons for this. **Monarchy**		**A Non-European society that contrasts with British history: Mayan civilization.** 1. Continue to develop chronologically secure knowledge of history. 2. Establish clear narratives within and across periods studied. 3. Note connections, contrasts and trends over time. 4. Develop the appropriate use of historical terms. 5. Regularly address and sometimes devise historically valid questions. 6. Understand how knowledge of the past is constructed from a range of sources. 7. Construct informed responses by selecting and organising relevant historical information. 8. Understand that different versions of the past may exist, giving some reasons for this. **Legacy**	
Art	**Paint: Dali** 1. Create sketch books to record their observations and use them to review and revisit ideas 2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 3. Learn about great artists, architects and designers in history.			**Colour & Draw: Frida Kahlo** 1. Create sketch books to record their observations and use them to review and revisit ideas 2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 3. Learn about great artists, architects and designers in history.		**Sculpture: Louise Bourgeois** 1. Create sketch books to record their observations and use them to review and revisit ideas 2. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 3. Learn about great artists, architects and designers in history.
Design & Technology		**Combining different fabrics using CAD shapes (textiles) – fabric advent calendar** **1.** 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 **2.** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **3.** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **4.** 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 **5.** Investigate and analyse a range of existing products **6.** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **7.** Understand how key events and individuals in design and technology have helped shape the world **8.** Understand and use mechanical systems in their products.	**Mechanical systems: Moving Toy** **1.** 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 **2.** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **3.** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately **4.** 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 **5.** Investigate and analyse a range of existing products **6.** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **7.** Understand how key events and individuals in design and technology have helped shape the world **8.** Understand and use mechanical systems in their products.		**Cookery – Great British Menu** 9. Understand and apply the principles of a healthy and varied diet 10. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 11. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	

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Music	▪ 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. ▪					
	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. • Use a text to write their own description.	
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?

<table>
<tr>
<td rowspan="2">
Physical Education</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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
1. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</td>
<td>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
1. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</td>
<td>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.</td>
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<td>
Computing</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<td colspan="6">Online Safety:
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.</td>
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<td>Being me in my world
▪ Identifying goals for the year
▪ Global citizenship</td>
<td>Celebrating differences
▪ Perceptions of normality
▪ Understanding disability
▪ Power struggles</td>
<td>Dreams and Goals
▪ Personal learning goals, in and out of school
▪ Success criteria
▪ Emotions in success</td>
<td>Healthy Me
▪ Taking personal responsibility
▪ How substances affect the body
▪ Exploitation, including ‘county lines’ and gang culture</td>
<td>Relationships
▪ Mental health
▪ Identifying mental health worries and sources of support
▪ Love and loss</td>
<td>Changing Me
▪ Self-image
▪ Body image
▪ Puberty and feelings
▪ Conception to birth</td>
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PSHCE & RSE	▪ Children's universal rights Feeling welcome and valued Choices, consequences and rewards ▪ Group dynamics ▪ Democracy, having a voice Anti-social behaviour - Role-modelling	▪ 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