




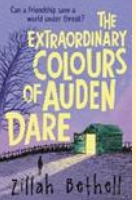




## All Hallows C of E School Curriculum overview 2025/26- Year 6

|  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
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| <b>Quality Text</b>                        |   |   |    |  |   |  |
| <b>Literacy Curriculum</b>                 |  |  |  |   |  |   |
| <b>Genre</b>                               | Historical fiction-to entertain and inform<br>Free Verse-not restricted e.g. monologue, conversation, list poems   | Dilemma- to entertain and explore issues<br>Non-chronological reports/information texts- descriptions, leaflets, guidebooks, letters, class book, labelled diagrams                    | Science Fiction-to entertain and speculate<br>Explanation- conclusions, news reports, letters,<br>Recounts- auto/biography, news reports, letters, interviews, diary | Adventure-to entertain<br>Poetry- Structured Poems                                  | Traditional tales  | Fantasy-to entertain and fuel the imagination                                       |
| <b>Enrichment</b>                          | First aid training.<br>Run an election.  | Visit recycling plant<br>Visit a mosque  | Kingswood or School outdoor learning experience.   | Fair trade Foundation/Oxfam to visit.<br>Run a lunchtime club for younger children. | Raise money for charity<br>Run a small business.<br>Visit a theatre to watch a production  |   |
| <b>Geography Fieldwork and enrichment.</b> | Can we use OS maps to navigate our way through the Peak District?<br>Trip to the Moorland Discovery Centre in the Longshaw Estate.<br>Peak District Explorers: Map Skills. |  |  |   | <b>Should we support local more often?</b><br>Comparing prices in a local supermarket and a small independent business in Eastwood e.g. Annie's Allotment.<br>Interview a local independent business to find out about their supply chain, prices, sustainability, impacts on trade e.g. covid pandemic. |   |
| <b>Community links</b>                     | Meet a politician<br>Collect for Shelter   | Invite a member of the community in to talk about Islam.<br>Local police visit<br>Adapting to changes in living circumstances- nomadic lifestyle possibly homeless charity/ immigrants | DART programme   |   | <b>Fair Trade Visit.</b>   |   |
| <b>Picture Book themes</b>                 | See Picture Book calendar  |  |  |   |  |   |

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| <b>Whole school Theme weeks/days</b>    | Unique is me day<br>Macmillan Bake sale<br>World mental Health day<br>Harvest Festival   | Black History<br>Antibullying- Odd socks day<br>Christmas Jumper Day<br>Diwali<br>Christmas | Community Week<br>No pens day               | World Book day<br>Healthy Living week<br>Science Week  | Art Week<br>World Earth Day<br>Aspiration Week                     | Diversity Week |
| <b>School values</b>                    | Respect  | HEART   | Empathy                                     | Humility   | Trust  | Ambition       |
| <b>British Values</b>                   | Rule of the Law  | Mutual Respect  | Individual Liberty                          | Mutual Respect   | Tolerance  | Democracy      |
| <b>Personal Development</b>             | Families and Relationships   | Caring Relationships  | Respectful relationships<br>Personal safety | Safety in and around the home  | Changing and Growing (SRE)<br>Economic wellbieng<br>Drug Education |                |
| <b>Lead Enquiry Question and Themes</b> | <b>What was it like to live through World War Two, and why does the answer depend on who you were?</b><br><i>Historical concepts: Evidence, Interpretations, Significance, Cause and Consequence</i>   |   |   | <b>How did mining shape the people and places of Gedling, and how can we use evidence to understand its impact?</b><br><i>Historical concepts-Significance, Cause and Consequence<br/>Change and Continuity, Evidence (Primary and Secondary Sources) Interpretation Place and Locality Chronology</i><br><br><i>Black History Link – Black coal mining museum and Lewis Latime</i>  |  |                |
| <b>History Key Knowledge</b>            | <b>World War 2</b><br>A post 1066 thematic study that had a significant impact on Britain, and that still resonates today. Not only does this topic offer scope for using a wider range of resources, including accessible artefacts and oral history, it also links with learning studied in English and RE, and follows on from the children's local history study in KS1 ( war memorial). The learning also contributes to numeracy through the work on evacuation, and citizenship through the treatment of government propaganda. It gives pupils the opportunity to evaluate evidence in terms of propaganda and censorship and to consider the diversity of experience. So, when asked What was it like to have lived through World War Two, pupils should reply, "well, it depends who you were!. Some people..; for others... etc" <ul style="list-style-type: none"> <li>- I know why Britain went to war in 1939</li> <li>- I know why children were evacuated, and what evacuation was really like.</li> <li>- I know ways in which Britain was able to stand firm against the Nazis</li> <li>- I know about some aspects of life on the Home Front</li> </ul> |   |   | <b>Local Study: Mining in Gedling</b><br>A study of the impact of mining on the local community – including the people and the places.<br>This includes a visit to the 'pit estate', the country park (the original site of Gedling Pit) and a talk from an ex-miner. <ul style="list-style-type: none"> <li>- I know an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> <li>- I know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources</li> <li>- I know how to identify primary and secondary sources</li> <li>- I know how to identify and compare changes within and across different periods</li> <li>- I know how to use relevant dates and terms when referring to periods in history</li> </ul> |  |                |

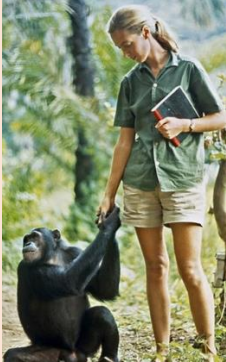

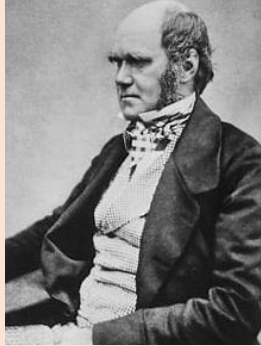


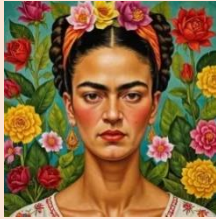
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|   | <ul style="list-style-type: none"> <li>- I know what VE Day was really like</li> <li>- I know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources</li> <li>- I know how to identify primary and secondary sources</li> <li>- I know that people from the past have a point of view and that this can affect interpretation</li> <li>- I know why there may be different accounts of history, linking this to factual understanding of the past</li> <li>- I know ways of checking the accuracy of interpretations (fact, fiction, opinion)</li> <li>- I know how to identify and compare changes within and across different periods</li> <li>- I know how to use relevant dates and terms when referring to periods in history</li> <li>- I know how to give reasons why changes may have occurred, backed up by evidence</li> <li>- I know how to make links between some of the features of past society</li> </ul> <p>Vocabulary: Home Front, Blitz, propaganda, censorship, evacuation, curator</p> |   |   |
| <p><b>Geography Enquiry Question and themes</b></p> |  | <p><b>How and why do places across the Americas differ from each other and from the UK?</b><br/>         Geographic key concepts-Location and Place Space Scale Environment<br/>         Human-Physical Interaction Development and Inequality Economic Activity and Resources Global Connections Time and Change (including time zones) Spatial Variation (similarities and differences between regions)</p>   |   |
| <p><b>Geography Key knowledge</b></p>               |  | <p><b>The Americas</b></p> <ul style="list-style-type: none"> <li>- Name and locate a number of South and North American countries.</li> <li>- Through the study of human and physical geography of a region within North or South America know geographical similarities and differences with an area in the UK (led by the children's choice of region in America.)</li> <li>- Describe and understand key aspects of a range of biomes.</li> <li>- Explain the main human and physical differences between developed and developing countries.</li> <li>- Discuss why industrial areas and ports are important.</li> </ul> | <p><b>Local fieldwork study</b></p> <ul style="list-style-type: none"> <li>- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>- Know some symbols and keys on an ordnance survey map for the UK (building on from Year 4.)</li> <li>- Be able to use 6 figure grid references.</li> </ul> |

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|   |   | <ul style="list-style-type: none"> <li>- Describe and understand key aspects of economic activity with a focus on the distribution of natural resources focusing on energy, food, minerals and water of key places studied.</li> <li>- Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night.)</li> <li>- Locate contrasting socioeconomic countries.</li> </ul>  |  |
| <b>Science</b>  | <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>- The circulatory system</li> <li>- Water transportation</li> <li>- Impact of exercise on body</li> <li>- Identify and name the main parts of the human circulatory system</li> <li>- Know the function of the heart, blood vessels and blood</li> <li>- Know the impact of diet, exercise, drugs and lifestyle on health</li> <li>- Know the ways in which nutrients and water are transported in animals, including humans</li> </ul> <p><b>All living things and their habitats</b><br/> <i>Classification of living things and the reasons for it</i></p> <ul style="list-style-type: none"> <li>- Classify living things into broad groups according to observable characteristics and based on similarities and differences</li> <li>- Know how living things have been classified</li> <li>- Give reasons for classifying plants and animals in a specific way</li> </ul> <p style="color: red;"><u>Retrieval from yr5 Life cycles</u><br/> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird<br/> Describe the life process of reproduction in some plants and animals</p> | <p><b>Light</b></p> <ul style="list-style-type: none"> <li>- How light travels</li> <li>- Reflection</li> <li>- Ray models of light</li> <li>- Know how light travels</li> <li>- Know and demonstrate how we see objects</li> <li>- Know why shadows have the same shape as the object that casts them</li> <li>- Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- <i>Electrical components</i></li> <li>- <i>Simple circuits</i></li> <li>- <i>Fuses and voltage</i></li> <li>- Compare and give reasons for why components work and do not work in a circuit</li> <li>- Draw circuit diagrams using correct symbols</li> <li>- Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>- systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</li> </ul> <p style="color: red;"><u>Retrieval</u><br/> Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br/> Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery<br/> Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br/> Recognise some common conductors and insulators,</p> | <p><b>Evolution and Inheritance</b></p> <ul style="list-style-type: none"> <li>- Identical and non-identical off-spring</li> <li>- Fossil evidence and evolution</li> <li>- Adaptation and evolution</li> <li>- Know how the Earth and living things have changed over time</li> <li>- Know how fossils can be used to find out about the past</li> <li>- Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)</li> <li>- Know how animals and plants are adapted to suit their environment</li> <li>- Link adaptation over time to evolution</li> <li>- Know about evolution and can explain what it is</li> </ul> |
| <p style="color: red;"><u>Recap year 5</u><br/> <u>Earth and Space – could be looked at through Guided Reading/Homework</u></p> |   |  |  |

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|                                 | <p>Describe the movement of the Earth and other planets relative to the sun in the solar system<br/>         Describe the movement of the moon relative to the Earth<br/>         Describe the sun, Earth and moon as approximately spherical bodies<br/>         Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>   |   |   |
| <p><b>Famous Scientists</b></p> | <p><b>Jane Goodall- Primatologist and environmentalist (1934-2025)</b></p>   | <p><b>Maria Telkes- Solar energy technology (1900-1995)</b></p>   | <p><b>Charles Darwin- Evolution (1809-1882)</b></p>    |
| <p><b>Art</b></p>               | <p><b>ARTIST- Lowery</b></p>  <ul style="list-style-type: none"> <li>- To know how to use sketchbooks to record observations and develop own techniques, commenting on the effectiveness of these</li> <li>- To know how to draw with precision using previous taught techniques, using different gradient pencils or other materials for effect</li> <li>- To know how to create perspective in art using two points of perspective</li> <li>- To know and explain how their own artwork has been influenced by a famous artist, architect and or designer</li> </ul> | <p><b>ARTIST-Hokusai</b></p>  <ul style="list-style-type: none"> <li>- To know and explain why different tools and techniques have been used to create art when capturing ideas in the Sketchbooks.</li> <li>- To know how to make inventive choices as to paint type and technique to create a desired outcome.</li> <li>- To know how to apply knowledge of proportion, depth, perspective, form and space to create effective pieces of art including digital art)</li> </ul> | <p><b>ARTIST- Frida Kahlo</b></p>  <ul style="list-style-type: none"> <li>- To know how to think critically about ideas, captured from a range of sources, in sketchbooks to justify decisions in their own artwork</li> <li>- To know how to over print to create patterns.</li> <li>- To know how to combine techniques and different materials, according to purpose and aesthetics, to create a sculpture (for example combining wire work with papier mâché etc)</li> <li>- To know how to join different materials both for strength and aesthetics.</li> <li>- To know why art can be very abstract and interpret what message the artist, architect and or designer is trying to convey.</li> </ul> |
| <p><b>DT</b></p>                | <p><b>Andersons- Structures</b></p>   | <p><b>Americas- Food</b></p>  | <p><b>Improving Playgrounds -Structures</b></p>   |

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| <b>RE</b><br>Nottinghamshire Agreed Syllabus | 6.1<br><b>Teachings, wisdom and authority</b><br><i>What can we learn by reflecting on words of wisdom from religions and worldviews? What do sacred texts and other sources say about God, the world and human life?</i><br><a href="#">Hinduism, Buddhism and Christianity</a>   | <b>RE day- Focus on Christmas</b><br><i>Invite visitor</i><br><i>Focus- drama and art</i>  | 6.2<br><b>Religion, worldviews, family and community</b><br><i>What contributions do religious make to local life in Nottingham City and Nottinghamshire a county of tolerance and respect?</i>   | 6.3<br><b>Beliefs in action in the world</b><br><i>How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of environment?</i><br><a href="#">Christianity, Hinduism and Humanism</a>   | 6.4<br><b>Beliefs in action in the world</b><br><i>What was the Kindertransport? Who resisted and rescued? How can we be upstanders today?</i><br><a href="#">Judaism</a><br><a href="#">Visit to the Holocaust centre</a>  | <b>RE day- Focus- Express yourself spiritually through the arts</b><br><i>Music, drama, art</i>  |
| <b>ICT</b>                                   | <b>Safe</b>  |  | <b>Coding</b>   |  | <b>Software and hardware</b>  |  |
| <b>French</b>                                | <b>Around town</b>   | <b>The weekend</b>   | <b>Planets</b>  | <b>World War 2</b>   | <b>Healthy Lifestyle</b>  | <b>Vikings Literature lessons</b>  |
| <b>PE</b>                                    | <b>Basket Ball Hockey</b>  | <b>Dance Fitness</b>   | <b>Gymnastics Yoga</b>  | <b>Badminton Handball</b>  | <b>Tennis Golf</b>  | <b>Rounders Athletics</b>  |
| <b>Music</b><br>NCC Charanga programme       | <b>Happy</b>   | <b>Classroom Jaz</b>   | <b>A new Year Carol</b>   |  | <b>You've got a friend.</b>   | <b>Respect Rewind, Replay</b>  |
| <b>Curriculum links with mathematics</b>     | <b>Geography: What makes the UK?</b><br>Scales and measurement<br><br>Map reading, grid references and coordinates in 4 quadrants, knowing axis names and position (horizontal/vertical)<br><br>Scale and converting: convert miles to KM and vice versa, using scales to determine distance on maps. Measuring accurately in cm, mm and converting units. | <b>Science: All living things and their habitats.</b><br>Construct pie charts to show differences in environments in living things. Show percentages of living things.<br><br><b>Art: Mixed media:</b><br>Using ratio to mix paints to create colours.<br><br><b>DT- Measuring, angles</b> | <b>History: The Vikings</b><br>Timelines and sequencing<br>Working out how long ago or far apart events are/ were. Place value knowledge for sequencing.<br><br>Following Viking recipes, using ratio and proportion. Use scales to weigh accurately.<br><br>Measurement: Construct a Viking Longboat, measure materials.<br>Statistics using pie charts/ constructing pie charts to compare immigration and emigration. Work out percentages of sectors. | <b>Geography: What is fair?</b><br>Map reading, grid references and coordinates, knowing axis names and position (horizontal/vertical)<br><br>Scale and converting: convert miles to KM and vice versa, using scales to determine distance on maps. Measuring accurately in cm, mm and converting units.<br><br>Statistics using pie charts/ constructing pie charts to compare distribution of wealth/ comparing profit from bananas. Work out percentages of sectors. Conversion charts/ line graphs time zones. | <b>History: Leisure and entertainment</b><br>Timelines and sequencing<br>Working out how long ago or far apart events are/ were. Place value knowledge for sequencing.<br><br>League tables, negative numbers eg. Showing goal differences. Algebra, time/ speed / distance Olympic running times.<br><br><b>Science: Light</b><br>Perspective and scale factor with optical instruments.<br>Measurement and converting units e.g distance of objects, Sun to Earth.<br><br><b>Art: Sculpture</b><br>Perspective and scale factor when sketching, creating a sculpture. | <b>History: Leisure and entertainment</b><br>Timelines and sequencing<br>Working out how long ago or far apart events are/ were. Place value knowledge for sequencing.<br><br>League tables, negative numbers eg. Showing goal differences. Algebra, time/ speed / distance Olympic running times.<br><br><b>Science: Light</b><br>Perspective and scale factor with optical instruments.<br>Measurement and converting units e.g distance of objects, Sun to Earth. |

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|  | <p>Shape: identify/ draw nets and shapes to use in construction. Calculate area and perimeter of shapes.</p> <p><b>Science: Animals including humans.</b><br/>Convert units of time, seconds, minutes, when recording exercise. Statistics calculate the mean as an average for pulse rate. Use division to 2 dp to calculate average.</p> <p><b>Art: Observational sketching</b><br/>Perspective and scale factor when sketching. Tessellation and translation in Viking art.</p> <p><b>DT- Measuring, angles</b></p> |  | <p><b>Science: Evolution and inheritance:</b><br/>Statistics, pie charts of inherited features in the class, averages as a mean of colour eyes, attached and non-attached ear lobes etc. Percentages of inherited features.</p> <p>Measurement of plant leaves, fossils, conversion between units of measure.</p> <p><b>DT- Digital world Position and direction, Statistics and data handling</b></p> | <p><b>Science: Electricity:</b><br/>Algebra, the power equation e.g. If a bulb generates 24 watts with a current of 2 amps flowing through it, what is the voltage across it?</p> <p><b>Art: Sculpture</b><br/>Perspective and scale factor when sketching, creating a sculpture.<br/>Tessellation and translation to create pattern. Using ratio to mix paints to create colours</p> <p><b>DT: Automata toys</b><br/>Algebra, using equations of motion e.g. A buggy moves along the ground for 20 seconds. Its initial velocity is 10m/s and its final velocity is 45m/s. What is its acceleration?</p> | <p>Tessellation and translation to create pattern. Using ratio to mix paints to create colours<br/>Styles of art, cubism drawing 3d shapes from different perspectives.</p> <p><b>DT: create a dinner party</b>, all 4 operations to help using budgeting skills. Decimals to 3 dp to show money amounts and calculate prices.</p> | <p><b>Art: Sculpture</b><br/>Perspective and scale factor when sketching, creating a sculpture.<br/>Tessellation and translation to create pattern. Using ratio to mix paints to create colours<br/>Styles of art, cubism drawing 3d shapes from different perspectives.</p> <p><b>DT: create a dinner party</b>, all 4 operations to help using budgeting skills. Decimals to 3 dp to show money amounts and calculate prices.</p> |
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