




**Year 6 IPC Curriculum Overview 2022-23**

**Milepost 3**

Year 6						
	<p align="center"><b>History - The great, the bold and the brave (8 weeks)</b></p>	<p align="center"><b>History - The great, the bold and the brave (8 weeks)</b></p>	<p align="center"><b>Going Global (6-7 weeks)</b></p>	<p align="center"><b>Science - out of Africa (4 weeks)</b></p>	<p align="center"><b>Fairgrounds (10 -11 weeks)</b></p>	<p align="center"><b>Science - Existing, endangered, extinct? (2-3 weeks)</b></p>
<p><b>Science</b></p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of</p>	<p><u>Light</u></p> <p>Recognise that light appears to travel in straight lines. 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. 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. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>		<p><u>Animals Including Humans</u></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><u>Evolution and Inheritance</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Electricity</u></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram.</p>	<p><u>Living Things and Their Habitats</u></p> <p>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. Give reasons for classifying plants and animals based on specific characteristics.</p>

<p>increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Use test results to make prediction</p>					
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<p>s to set up further comparative and fair tests</p> <p>We have opportunities to share our understanding, our ideas and our opinions. We can discuss 'What if..?' and 'Why not..?'. ü We ask questions and we use our scientific skills to find out the answers for ourselves.</p> <p>We carry out practical investigations, choosing suitable scientific equipment and using it correctly.</p> <p>We cover a range of scientific</p>					
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<p>skills throughout the year, building on them each time and self-assessing our progress.</p> <p>We link our Science learning to the real world - we make connections with what we have learnt before and with our own experiences of the world around us.</p>					
<p><b>Geography</b></p>		<p>3.1 Know that the study of geography is concerned with places and environments in the world around them</p> <p>3.3 Know about the similarities and differences between particular localities in relation to the availability and exploitation of natural and human resources</p> <p>3.4 Know how the features of particular localities influence resources, production and trade</p> <p>3.11 Know how people affect the environment through trade, transport and tourism</p>		<p>3.2 Know about the main physical and human features and environmental issues in particular localities</p> <p>3.7 Know about the geography of the area around the school</p> <p>3.12 Be able to enquire into trade, production and tourism, and its effects on people's lives</p> <p>3.13 Be able to use maps, photos, ICT, books and posters to gather information about production, trading and tourism</p>	

		<p>3.14 Be able to collect and record evidence to answer geographical questions</p> <p>3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them</p> <p>3.18 Be able to use appropriate techniques to gather information</p> <p>3.20 Be able to use and interpret globes and maps in a variety of scales</p> <p>3.22 Be able to explain how physical and human processes lead to similarities and differences between places</p> <p>3.23 Be able to explain how places are linked through movement of goods and people</p> <p>3.24 Be able to communicate their knowledge and understanding in a variety of ways</p> <p>3.27 Understand how the geographical features and the availability of resources of the host country affect the lives of the people who live there</p>		<p>3.14 Be able to collect and record evidence to answer geographical questions</p> <p>3.18 Be able to use appropriate techniques to gather information</p> <p>3.19 Be able to make maps and plans in a variety of scales using symbols and keys</p> <p>3.22 Be able to explain how physical and human processes lead to similarities and differences between places</p> <p>3.24 Be able to communicate their knowledge and understanding in a variety of ways</p>	
<b>History</b>	<p>3.1 Know that the study of history is concerned with the past in relation to the present</p> <p>3.2 Know about the characteristic features of the classical period of history</p> <p>3.6 Know about the ideas, beliefs, attitudes and experiences of the peoples studied</p> <p>3.7 Know about the social, cultural, religious and ethnic diversity of the periods studied</p> <p>3.8 Know the terms associated with the periods they have studied</p> <p>3.9 Be able to enquire into historical issues and their effects on people's lives</p> <p>3.10 Be able to find out about aspects of the past from a range of sources</p> <p>3.11 Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied</p> <p>3.12 Be able to describe and make links between the main events, situations and changes both within and across periods</p>	<p>3.1 Know that the study of history is concerned with the past in relation to the present</p> <p>3.2 Know about the main features of particular periods and societies</p> <p>3.9 Be able to enquire into historical issues and their effects on people's lives</p> <p>3.10 Be able to find out about aspects of the past from a range of sources</p> <p>3.11 Be able to describe and identify reasons for and results of historical events, situations and changes in the periods they have studied</p> <p>3.12 Be able to describe and make links between the main events, situations and</p>			

	<p>3.14 Be able to describe how the history of one country affects that of another</p> <p>3.15 Be able to ask and answer questions about the past</p> <p>3.16 Be able to select and record information relevant to an historical topic</p> <p>3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework</p> <p>3.18 Be able to use dates and terms relating to the passing of time</p> <p>3.19 Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms</p> <p>3.20 Understand how some aspects of the past have been represented and interpreted in different ways</p> <p>3.21 Understand that historical sources can be different from and contradict one another and that they reflect their context of time, place and viewpoint</p>	<p>changes both within and across different periods</p> <p>3.14 Be able to describe how the history of one country affects that of another</p> <p>3.15 Be able to ask and answer questions about the past</p> <p>3.16 Be able to select and record information relevant to a historical topic</p> <p>3.17 Be able to place the events, situations and changes in the periods they have studied into a chronological framework</p> <p>3.18 Be able to use dates and terms relating to the passing of time</p> <p>3.19 Be able to communicate their knowledge and understanding of history in a variety of ways, making appropriate use of dates and historical terms</p>			
Art	<p>Use distortion, abstraction and exaggeration to create interesting effects in portraiture or figure drawing. Black History Month (Brianna McCarthy - abstract self-portraits)</p> <p>Create innovative art that has personal, historic or conceptual meaning. The Great, The Bold and the Brave (life drawings of Ancient Greek sculpture)</p> <p>Create a 3-D form using malleable materials in the style of a significant artist, architect or designer using clay. The Great, The Bold and the Brave (life drawings of Ancient Greek sculpture)</p> <p>Use line and tone to draw perspective. The Great, The Bold and the Brave (Local history buildings - Battersea Power Station)</p> <p>Draw or paint detailed landscapes that include perspective. The Great, The Bold and the Brave (Local history buildings - Battersea Power Station)</p> <p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art. The Bold and the Brave (Local history buildings - Battersea Power Station)</p>	<p>Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. Going Global (Indonesian Batik and Ghanaian Kente Cloth)</p> <p>Create art inspired by or giving an environmental message. Going Global (using Batik or Kente patterns to create environment focussed art)</p> <p>Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks. Existing, endangered, extinct (The evolution of art and artistic movements i.e cave painting to surrealism).</p>	<p>Use colour palettes and characteristics of an artistic movement or artist in artwork. Fairgrounds (Pop Art advertisements)</p> <p>Use the work of a significant printmaker to influence artwork. Fairgrounds Pop Art (Polyboard printing)</p>		

DT		<p>3.1 Know that access to technology varies and affects people's everyday lives</p> <p>3.4 Be able to respond to identified needs, wants and opportunities with informed designs and products</p> <p>3.6 Be able to devise and use step-by-step plans</p> <p>3.7 Be able to consider the needs of users when designing and making a printed t-shirt</p> <p>3.8 Be able to select the most appropriate available tools and materials to make a printed t-shirt</p> <p>3.9 Be able to work with a variety of tools and materials with some accuracy</p> <p>3.10 Be able to test and evaluate their own work and improve on it</p> <p>3.12 Be able to evaluate the effectiveness of global brands and marketing</p> <p>3.13 Understand the need for accurate design and working</p> <p>3.14 Understand the ways in which brands and marketing can be used to meet needs, wants and opportunities</p> <p>3.16 Understand that the quality of a product depends on how well it is made and how well it meets its intended purpose</p>	<p>3.6 Be able to devise step-by-step plans</p> <p>3.7 Be able to consider the needs of users when designing and making</p> <p>3.8 Be able to select the most appropriate available tools and materials for a task</p> <p>3.9 Be able to work with a variety of tools and materials with some accuracy</p>	<p>3.2 Know how the everyday lives of people in the host country are affected by the extent of technological advance or availability</p> <p>3.3 Know how the everyday lives of people in their home country are affected by the extent of technological advance and availability</p> <p>3.4 Be able to respond to identified needs, wants and opportunities with informed designs and plans to make simple useful products</p> <p>3.5 Be able to gather and use information from first hand evaluation and secondary research, using books, CD-ROMs and the Internet, to suggest simple solutions to everyday problems</p> <p>3.6 Be able to devise and use clear designs and step-by-step plans</p> <p>3.7 Be able to consider the needs of users when designing and making useful everyday objects</p> <p>3.8 Be able to select the most appropriate available tools and materials for a task from a given range</p> <p>3.9 Be able to work with a variety of tools and materials, including electric circuits and magnets, with some accuracy</p> <p>3.10 Be able to test and evaluate their own work and the work of others and improve on it</p> <p>3.11 Be able to investigate the way in which simple products, such as musical instruments, optical devices and road safety equipment, in everyday use are designed and made and how they work</p>	<p>3.04 Be able to respond to identified needs, wants and opportunities with informed designs and products</p> <p>3.05 Be able to gather and use information to suggest solutions to problems</p> <p>3.06 Be able to devise and use step-by-step plans</p> <p>3.07 Be able to consider the needs of users when designing and making</p> <p>3.08 Be able to select the most appropriate available tools and materials for a task</p> <p>3.09 Be able to work with a variety of tools and materials with some accuracy</p> <p>3.11 Be able to investigate the way in which simple products in everyday use are designed and made and how they work</p>
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<b>Enterprise</b>	<p><b>Helping the environment</b></p> <p>In groups, create an environmentally friendly invention that can be used in the workplace. Pitch ideas virtually to a company for them to review the idea.</p>		<p><b>Healthy Schools</b></p> <p>Research, evaluate, design, create and sell a healthy cereal bar based on knowledge of healthy foods</p>		<p><b>The Big Business Challenge/Production</b></p> <p>Students research the current market for tote bags. Pupils will design and make their tote bags alongside international school partner and send the finished article to the school.</p>	
	<p><b>Enterprise skills:</b></p> <p><u><b>Creativity</b></u> Learners develop ideas by asking themselves questions</p> <p><u><b>Aiming High</b></u> Learners create plans that are informed by external views, including constructive criticism</p> <p><u><b>Team Work</b></u> Learners contribute to group decision making, encouraging others to contribute</p> <p><u><b>Speaking</b></u> Learners speak adaptively by changing their language, tone and expression depending on the response of listeners</p>		<p><b>Enterprise skills:</b></p> <p><u><b>Aiming High</b></u> Learners set goals and plan to involve others in the best way</p> <p><u><b>Problem Solving</b></u> Learners explore complex problems by building their understanding through research</p> <p><u><b>Staying positive</b></u> Learners keep trying when something goes wrong and encourage others to keep trying too</p>		<p><b>Enterprise skills:</b></p> <p><u><b>Creativity</b></u> Learners develop ideas by considering different perspectives</p> <p><u><b>Aiming High</b></u> Learners set goals and secure the right resources to achieve them</p> <p><u><b>Staying positive</b></u> Learners look for opportunities in difficult situations, and create new plans to use these opportunities</p>	
	<p><b>Civic participation:</b> Working in groups, pupils will develop and use knowledge, skills, and voice to cultivate positive change to the environment.</p>		<p><b>Entrepreneurship:</b> Researching the current market, pupils will make a bar that is both healthy and cost effective to sell to a thriving market.</p>		<p><b>International:</b> Design bags with international partner schools. Send finished tote bags to an international school.</p>	
<p><a href="#">Bilingual social curriculum (click on link for detailed plans)</a></p>	Talking about yourself	Clothes and accessories	Exploring the town and beyond	Animals and pets	Food and drink	Parts of the body



<p><b>RE</b></p> <p>Autumn 1: Whole School: Creation Story and Harvest</p> <p>Autumn 2: Whole School: Advent + Christmas + <b>Christmas Around the world:</b></p> <p>Spring 1: Whole School: Galette des Roi + Religious Symbols</p> <p>Spring 2: Whole School: Easter + <b>Easter Around the world</b></p> <p>Summer 1: Whole School: Places of Worship + Ramadan</p> <p>Summer 2: Whole School: Celebrations</p>	<p><b>What is Humanism?</b> To explain some Humanist beliefs</p> <p>Christian Creation Story Harvest: UK vs Greece</p> <p><b>Humanist rites of passage:</b> Science and the beginning of the world: Pupils learn about the scientific explanation of the start of the world. They are asked to share their beliefs about the origins of the world and should begin to think about how they have come to form these ideas. They could also hold a debate on the existence of God using key word and evidence card prompts.</p>	<p><b>What are the main holy texts?</b> To explain the holy text of the specific year group religion and compare to the Qur'an and the Bible (Adapted - Compared the Hindu and Sikh Diwali stories/customs)</p> <p><b>Christmas: Is Christmas only for Christians? What does Christmas mean to me?</b></p> <p><b>Christmas Around the world: Asia</b> Describe different ways in which Christmas is celebrated in Asia and to begin to identify which aspects of the holiday are religious and non-religious. Explain why some people do not celebrate Christmas.</p> <p>TriPitaka, Dhammapada</p>	<p><b>What are some of the different religions?</b> To describe and compare different religions and dive deeper into a specific religion</p> <p>Religious Symbol: Buddhism <b>Galette des Roi WALT</b></p> <p>Who was the Buddha? To explain who the Buddha was and how he influences the lives of Buddhists today The life of the Buddha: Pupils learn about the life of the Buddha and the Four Sights that changed how he viewed the world. At each stage of the story, they could create a freeze-frame to show what the Buddha saw and be asked to explain the feelings of those involved. They could write a diary entry describing what happened</p>	<p><b>What is the Bible and how do its teachings affect people?</b> To explain the importance of Jesus and the Bible for different people today</p> <p><b>Easter Story: Power and Hope: what is the message of Easter to the World?</b></p> <p><b>Shrove Tuesday WALT</b></p> <p><b>Easter Around the world: Spain</b> Describe different ways in which Easter is celebrated in Spain and to begin to identify which aspects of the holiday are religious and non-religious. Explain why some people do not celebrate Easter.</p> <p><b>Gospel stories:</b> Pupils are introduced to some of the stories about Jesus in the Gospels, such as the Birth Narratives. They explore what can be learnt about Jesus from the different stories, and consider differences in how people, such as shepherds, women, the sick and the poor, were treated at this time, and why these people were chosen to visit Jesus. They should consider who in society is not treated equally today and who might be asked to visit Jesus if he was being born today. Pupils could also learn about other religions that use the Bible today, such as Rastafarians.</p>	<p><b>Where do different religions worship?</b> To describe and compare different places of worship through study and an organised visit</p> <p>Places of Worship: pupils to go to a Vihara</p> <p><b>Ramadan:</b> Pupils learn about the events of Ramadan, who does not need to fast and why Muslims may choose to fast and then give money to poorer members of the ummah. They should write down what would be challenging about this and what they might learn. Pupils share food and discuss the importance of giving some food to others. The class can collect food to give to a homeless shelter.</p> <p><b>The life of a Buddhist monk:</b> Pupils learn about the different precepts and are taught that monks follow many more. They are taught about a day in the life of a Buddhist monk and should draw pictures to describe each precept they follow, such as to show the bed they might use and the food they might eat. They should think about why other Buddhists in the community provide food and what might be challenging for monks, such as leaving their families behind.</p>	<p><b>How do different religions celebrate life events?</b> To describe and compare wedding and naming ceremonies between Christianity, humanism and specific year group religion</p> <p><b>Buddhism - Weddings and Naming Ceremonies</b></p> <p>Buddhist wedding and naming ceremony</p>
<p><b>Music</b></p>						

<b>PSCHE (SEAL) Jigsaw</b>	New Beginnings Being me in the wider world	Getting on and falling out Celebrating differences	Going for goals Dreams and goals	It's good to be me Healthy me	Relationships Relationships	Changes Changing Me
<b>British Values</b>	Mutual respect and tolerance		Individual Liberty		Democracy	Rule of law
<b>Diversity</b>	<a href="#">Liam Kofi Bright</a> (theory of Knowledge - Paper Back in Time lesson) Comparing Greek Philosophy with Modern Philosophy 3.1 Know that the study of history is concerned with the past in relation to the present	<a href="#">Quintus Lollius Urbicus</a> (North African Roman Leader of Britain) (3.20 Understand how some aspects of the past have been represented and interpreted in different ways)	<a href="#">Vanessa Nakate</a> (Fridays for the Future, founded Rise Up Movement, climate campaigner)  How can one country impact another? - Can one individual make an impact beyond their own society? (Think, Enlarge, Change lessons)	<a href="#">Patricia Bath</a> (ophthamologist - inventor and humanitarian academic) Can one person's achievements impact others (think expand change lessons).	<a href="#">Cynthia Breazeal</a> (American roboticist and inventor)  Linked to forces (electricity), Computing lessons and sustainability lessons.	<a href="#">Justin Robionson (@CountryGentlemanCooks)</a>  (Botanist influencer)
<b>International links</b>						