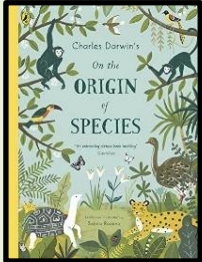
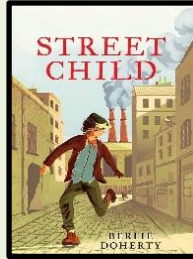
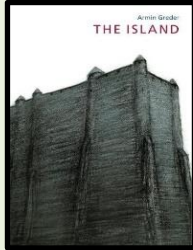
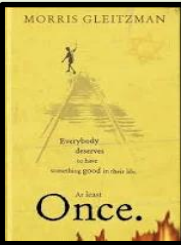
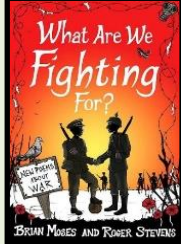




Broadwood Primary School

Year 6

Yearly Overview

	Autumn Term	Spring Term	Summer Term
English (Texts) Quotes	<u>Holes</u> <i>By Louis Sachar</i> "You take a bad boy and make him dig holes all day in the hot sun, it turns him into a good boy."  <u>Charles Darwin's On the Origin of the Species</u> <i>Retold by Sabina Radeva</i> "It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change." 	<u>Street Child</u> <i>By Berlie Doherty</i> "Don't think yer work's done. Your work's never done. Not while there's coal in the ground."  <u>The Island</u> <i>By Armin Greder</i> "Their act of kindness had not been the end, merely the beginning." "He is not one of us. He isn't our problem."   World Book Day Performance.	<u>Once</u> <i>By Morris Gleitzman</i> "Everybody deserves to have something good in their life. At least Once."  <u>Our Wartime Street</u> <i>By Fiz Osbourne</i> At home in Britain during the Second World War.  <u>What are we Fighting for?</u> <i>By Brain Moses and Roger Stevens</i> "What are we fighting for? To win us the war. What are we fighting for? So, there won't be any more." 
Science	<u>Living Things and their Habitats - Classification of Living Things</u> - How can we sort the mess? - What plants are there other than flowering plants? - How can we classify animals? - What else is living besides plants and animals? - How can we identify living things? - What lives here? - Where do these organisms fit in my key? - Knowledge Catcher.	<u>Animals, including Humans - Human Circulation</u> - What is blood made of? - What is the circulatory system and what does it do? - What is a heart and what does it do? - What are blood vessels and valves and what do they do? - What did William Harvey find out about the circulatory system? - Knowledge Catcher.  Science Week.	<u>Electricity - Changing Circuits</u> - How do we light the lamp? - How can we change a circuit? - How can we change the brightness of a lamp? - How can we change how other components work? - How can we predict which circuit will have the brighter lamp? - Knowledge Catcher.  Link to DT (Electrical Systems).

	 Visit to Scotswood Garden. <u>Evolution and Inheritance</u> 1: How are living things different? 2: How is an organism adapted to live in its habitat? 3: How do an animal's adaptations help it to survive? 4: What can fossils tell us? 5: How does evolution happen? 6: How did Wallace and Darwin come up with the idea of natural selection? 1-6: Knowledge Catcher.  Link to Class Text (On the Origins of the Species) and Population (Geography).	<u>Light - What Light Does</u> 1: How does light travel? 2: What can we change about a shadow? 3: What might affect the size of a shadow? 4: What affects the size of a shadow? 5: How is light reflected? 6: How do we see objects? 1-6: Knowledge Catcher.	<u>Animals, including Humans - Body health</u> 1: How do we make healthy food choices? 2: What can happen if you don't eat a balanced diet? 3: How does physical activity affect heart rate? 4: How does smoking or vaping affect your health? 1-4: Knowledge Catcher.
History  Our KS2 History curriculum builds on skills and knowledge in chronological order within each year group.	<u>Crime and Punishment</u> Is punishment an effective way to control crime? 1: How were criminals punished 800 years ago, and how do we know? 2: What does the legend of Robin Hood tell us about medieval justice? 3: How did crimes and punishments change between 1500 and 1750? 4: Why did punishments become so bloody in the 18th century? 5: Why did so much change happen in the 19th century? 6: Has the way we catch and punish criminals improved that much in the last 100 years? 7: Unit Checkout – Is punishment an effective way to control crime?  Links to Class Text (Holes).	<u>Victorian Britain - The Industrial Revolution</u> What advantages and disadvantages did the Industrial Revolution have for working class people? 1: What were the main features of Victorian society? 2: What were living and working conditions like during the Industrial Revolution? 3: How successful were political acts at making Victorian Britain fairer? 4: What was it like for children working during the Industrial Revolution? 5: How did the Industrial Revolution change Feltham? 6: Unit Checkout - What advantages and disadvantages did the Industrial Revolution have for working class people?  Links to Class Text (Street Child).  Visit Beamish Open Air Museum.	<u>Twentieth Century Conflict</u> Could the Second World War have been avoided? 1: What were the different causes of the First World War? 2: Why were so many lives lost on the Western Front? 3: Was the Treaty of Versailles fair? 4: How did Hitler rise to power? 5: What caused the Second World War? 6: Unit Checkout - Could the Second World War have been avoided?  Link to Class Text (Goodnight Mister Tom) and Art (Textiles – Waistcoats).  Cap-a-Pie's Operation Walker.
Geography	<u>Population</u> 'Population increase is one of the greatest risks to the planet.' Do you agree? 1: Where do people live around the world? 2: How and why has population changed? 3: What are the challenges of an ageing population?	<u>Local fieldwork</u> What does your fieldwork show? 1: Why do geographers do fieldwork? 2: What tools do geographers use for fieldwork? 3: How do geographers collect and present data? 4: Designing tools for fieldwork	<u>Globalisation</u> 'Globalisation has made the world a better place.' How much do you agree? 1: What is globalisation? 2: How has technology changed the way we communicate? 3: How does globalisation affect trade?

	4: How is a population pyramid created? 5: What are the best ways to feed the planet? 6: Unit Checkout – ‘Population increase is one of the greatest risks to the planet.’ Do you agree?  Link to Class Text (On the Origin and Species) and Science (Evolution and Inheritance).	5: Conducting fieldwork 6: Unit Checkout – What does your fieldwork show?	4: What are the costs of fast fashion? 5: Why do a few companies control most of the world’s food? 6: Unit Checkout – ‘Globalisation has made the world a better place.’ How much do you agree?  Link to Barcelona International Trip.
Computing  Online safety is taught or revisited in each half-term.	<u>Computer Systems and Networks – Artificial Intelligence</u> 1: What is AI? 2: AI and Text 3: AI through Images 4: Coding AI 5: Ethics and AI 6: E-Safety L1 – Life Online <u>Data Handling – Big Data</u> 1: Barcodes 2: Transmitting Data 3: RFID 4: Using RFID 5: Transport Data 6: E-Safety L2 – Sharing Online	<u>Programming – Intro to Python</u> 1: Tinkering with Logo 2: Nested Loops 3: Using Python 4: Using Loops in Python 5: Coding Mondrian 6: E-Safety L3 – Creating a Positive Reputation Online	<u>E-Safety</u> 1: L4 – Capturing Evidence 2: L5 – Password Protection 3: L6 – Think Before you Click  Links to PSHE (Keeping Safe). <u>Inventing a Product</u> 1: Invention Design 2: Coding and Debugging 3: Computer Aided Design 4: My Product’s Website 5: Video Advert  Link to DT (Electrical Systems) and Science (Electricity).
PSHE	<u>Me and My Relationships</u> 1: Working together (<i>Demonstrate a collaborative approach to a task</i>) 2: Solve the friendship problem (<i>Recognise some of the challenges that arise from friendships</i>) 3: Behave yourself (<i>Recognise and empathise with patterns of behaviour in peer-group dynamics</i>) 4: Assertiveness skills (<i>List some assertive behaviours</i>) 5: Don’t force me (<i>Describe ways in which people show their commitment to each other</i>) 6: Acting appropriately (<i>Recognise that some types of physical contact can produce strong negative feelings</i>)  Outdoor Learning with Mr. Mingstones. <u>Valuing Difference</u> 1: Ok to be different (<i>Recognise that bullying and discriminatory behaviour can result from disrespect of people’s differences</i>)	<u>Keeping Safe</u> 1: Think before you click! (<i>Accept that responsible behaviour is necessary when interacting with others</i>) 2: To share or not to share? (<i>Know that it is illegal to create and share sexual images of children under 18 years old</i>) 3: Rat Park (<i>Define what is meant by addiction</i>) 4: What sort of drug is? (<i>understand what are drug norms and what are risks</i>) 5: Drugs: It’s the law! (<i>Understand some basic laws in relation to drugs</i>) 6: Alcohol: what is normal? (<i>Describe some of the effects and risks of drinking alcohol</i>)  Links to the Class Text (Street Child).  Visit to Safety Works. <u>Rights and Respects</u>	<u>Being my Best</u> 1: This will be your life! (<i>Identify aspirational goals</i>) 2: Our recommendations (<i>resent information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</i>) 3: What’s the risk? (<i>Recognise what risk is</i>) 4: What’s the risk? (2) (<i>Recognise what risk is</i>) 5: Basic first aid, including sepsis awareness  Outdoor Learning with Mr. Mingstones. <u>Growing and Changing</u> 1: I look great (<i>Understand that fame can be short-lived</i>) 2: Media manipulation (<i>Define what is meant by the term stereotype</i>) 3: Pressure online (<i>Understand the risks of sharing images online and how these are hard to control, once shared</i>) 4: Helpful or unhelpful? Managing change (<i>Recognise some</i>)

	2: We have more in common than not (<i>Know that all people are unique but that we have far more in common with each other than what is different about us</i>) 3: Respecting differences (<i>Demonstrate ways of showing respect to others, using verbal and non-verbal communication</i>) 4: Tolerance and respect for others (<i>Understand and explain the term prejudice</i>) 5: Advertising friendships! (<i>Explain the difference between a friend and an acquaintance</i>) 6: Boys will be boys? (<i>Challenging gender stereotypes - Define what is meant by the term stereotype</i>)	1: Fakebook friends (<i>Know the legal age for having a social media account</i>) 2: What's it worth? (<i>explain the benefits of saving money</i>) 3: Happy shoppers, caring for the environment (<i>what is meant by living in an environmentally sustainable way</i>) 4: Five ways to wellbeing project (Explain what the five ways to wellbeing are) 5: Mindfulness techniques – looking after our own wellbeing (pre-SATs)  Links to Class Text (The Island) and Art (Drawing – Making my Voice Heard).	<i>of the changes they have experienced and their emotional responses to those changes</i>) 5: Is this normal? (<i>Suggest strategies that would help someone who felt challenged by the changes in puberty</i>) 6: Making babies (<i>Identify the changes that happen through puberty to allow sexual reproduction to occur</i>)
Art	<u>Craft and Design – Photo Opportunity</u> 1: Photomontage 2: Macro photography 3: Digital art 4: Recreating paintings 5: Photorealistic self-portraits 5: Unit Checkout – Knowledge Catcher	<u>Drawing – Expressing Ideas</u> 1: What is street art? 2: How do artist use one-point perspective? 3: Scaling up 4: Planning street art 5: Making a street art inspired piece 5: Unit Checkout – Knowledge Catcher  Links to Class Text (The Island) and PSHE.	<u>Sculpture and 3D – Making Memories</u> 1: Exploring self 2: Relief sculptures 3: Memory museum 4: Memory sculpture 5: Complete and reflect 5: Unit Checkout – Knowledge Catcher  Link to Barcelona International Trip.
Design and Technology	<u>Textiles - Waistcoats</u> 1: Waistcoat design 2: Preparing fabric 3: Assembling my waistcoat 4: Decorating my waistcoat 4: Unit Checkout – Knowledge Catcher  Link/ Pre-made for Class Text (Once) and History (Twentieth Century Conflict).	<u>Cooking and Nutrition – Come Dine with Me</u> 1: Stir fry 2: Biryani 3: Fajitas 4: Tomato and egg bake 5: Chinese chicken curry 5: Unit Checkout – Knowledge Catcher.  Delivered as part of The Little Chef Project.	<u>Electrical Systems - Steady Hand Game</u> 1: Developing through play 2: Game plan 3: Base building 4: Electronics and assembly 1-4: Unit Checkout - Knowledge Catcher.  Links to Science (Electricity).
Music  Our Music curriculum is not linked across the curriculum as it often leads to fragmented musical learning.	<u>Hey Mr Miller</u> 1: Introduction and begin learning Hey, Mr Miller 2: Learn Section 3 Hey, Mr Miller and find out about swing music. 3: Progression snapshot 1. Make a video recording of children singing. 4: Learn about scat singing and swing rhythms with Ella Fitzgerald and Duke Ellington. 5: Improvise syncopated melodies using notes of the C major scale.	<u>Dona nobis pacem</u> 1: Find out about texture, sing scales and arpeggios, and learn Section 3 of Dona nobis pacem. 2: Practise Section 3 and learn Section 2 of the round. Compare music with different textures. 3: Progression snapshot 2. Make a video recording of children singing. 4: Learn Section 1 of the round, play a notation game, find out about sacred music in Latin.	<u>2Race</u> 1: Accompaniment. 2: Extended melody. 3: Full soundtrack. <u>Exploring identity through song</u> 1: Smalltown boy – LGBTQ+ themes, exploring different vocal registers and voice change. 2: Say my name – #SayHerName movement, exploring internal rhymes in song lyrics.

	6: Sing and play a class arrangement with a good sense of ensemble. <u>Shadows</u> 1: Who is Lindsey Stirling? 2: Who is Tokio Myers? 3: Create a response to music using shadows. <u>Protest Songs</u> 1: Protest words. 2: Protest song. 3: Protest!	5: Practise singing different sections of the music together. Compose Part 1. 6: Put the round together. Compose Part 2. <u>You to me are Everything</u> 1: Getting to know the music. 2: Compare cover versions – part 1. 3: Compare cover versions – part 2. <u>Twinkle Variations</u> Lesson 1: Twinkle on body percussion. Lesson 2: Twinkle on instruments. Lesson 3: Twinkle improvisation.	3: Chosen family – anthemic songs and collective identity. <u>Ukulele instruction with Perri</u> 1-6: Lessons to follow Newcastle Music Service Piccolo programme.  Delivered by 'Perri' at Newcastle Music Service.
Religious Education	<u>Why does religion look different around the world? (Part 1)</u> 1: Introductory lesson: Respectful R&W – What words can be used to describe God? 2: How do some religions believe in the same God? 3: How might a Jewish person observe Shabbat? 4: Why is Friday night dinner different? 5: What can a head covering tell us about identity? 6: Why might someone want to cover their hair? 6: Unit Checkout – Knowledge Catcher. Why does religion look different around the world? (Part 1) <u>Why does religion look different around the world? (Part 2)</u> 1: How can God be linked to a place? 2: What can it be like as a Hindu in the UK? 3: What does being Sikh mean to different people? 4: Why are festivals of light important in different worldviews? 5: How do some Buddhists practise beliefs in their daily lives? 6: Do all Buddhists practise in the same way? 6: Unit Checkout - Knowledge Catcher. Why does religion look different around the world? (Part 2)	<u>Why is it better to be there in person?</u> 1: What can make a space significant? People, place or practice? 2: Why might a Jewish person want to visit Jerusalem? 3: Why is Jerusalem significant to some Muslim people? 4: How can shared challenge bring people together? 5: Are all journeys pilgrimages? 6: Why is it better to be there in person? 6: Unit Checkout – Knowledge Catcher. Why is it better to be there in person? <u>Why is there suffering? (Part 1)</u> 1: How do people suffer? 2: What is free will? 3: Why do we cause suffering? 4: Does being good always mean less suffering? 5: If God is all-powerful, can suffering not be stopped? 6: How might beliefs about Jesus affect responses to suffering? 6: Unit Checkout – Knowledge Catcher. Why is there suffering? (Part 1)	<u>Why is there suffering? (Part 2)</u> 1: What can suffering teach us about happiness? 2: What can cause suffering? 3: How do some people overcome suffering? 4: How can Hukam help in difficult times? 5: Who is the best at helping? 6: How can beliefs affect our understanding of suffering? 6: Unit Checkout – Knowledge Catcher. Why is there suffering? (Part 2) <u>What place does Religion have in our world today?</u> 1: What is my worldview? 2: What can we find out about religion in the UK from census data? 3: What can buildings tell us about religion in the UK? 4: Where and why do religions spread? 5: What is freedom of religion or belief? 6: Why should we learn about religions and worldviews? 6: Unit Checkout – Knowledge Catcher. What place does Religion have in our world today?
Physical Education	<u>Autumn 1 – Invasion Games: Tag-Rugby and Swimming</u>	<u>Spring 1 – Gymnastics and Striking and Fielding: Cricket</u>	<u>Summer 1 – Striking and Fielding: Rounders and Net and Wall Games: Badminton</u>

Invasion Games - Tag-Rugby:

- 1: To create attacking continuity by supporting the player with the ball.
- 2: To use set plays in attack to create space for the ball carrier.
- 3: To develop the 3-step rule, compare and contrasting to the 3-second pass option
- 4: To attack the space as a ball carrier to create scoring opportunities.
- 5: To change from an attacking to a defensive formation when your team loses possession.
- 6: To observe and analyse our classmate's performance.



Year 5 and 6 Invasion Games (Tag-Rugby) competition.

Swimming:

1-6: Lessons will follow Swim England's Learn to Swim Framework, Stages 1 to 7.



Providers from Elswick Swimming Pool.

Autumn 2 – Invasion Games: Hockey and Dance**Invasion Games - Hockey:**

- 1: To shoot under pressure from close range.
- 2: To perform long corner routines as part of a team.
- 3: To use goal-side marking to prevent an attacker from getting closer to the goal.
- 4: To use a banana run to force an oncoming attacker out wide.
- 5: To use a hit-out to successfully restart a game
- 6: Indian dribble and to play competitively using new skills.

Dance – Unit 1:

- 1: The technique of the stag leap and rebound jump.
- 2: To explore relationships through dance and perform partner lifts.
- 3: To compose a dance with a sports theme.
- 4: To choose and use suitable dynamics for our sports dance.
- 5: To link freeze frames to street dance style to create a short movement phrase.
- 6: To perform a Top Rock and Slide Step and perform

Gymnastics – Unit 1:

- 1: To use controlled flight onto high apparatus.
- 2: What a base and a flyer are in partner balances and learning to perform both roles.
- 3: To perform more advanced partner balances and evaluate others' work
- 4: To incorporate equipment such as hoops and balls into a sequence.
- 5: To incorporate musicality and timing into a group sequence.
- 6: To combine our skills in partner balances and rhythmic gymnastics in a team performance.

Striking and Fielding - Cricket:

- 1: To create pressure on a batter by using a ring field.
- 2: To track and catch a high ball consistently.
- 3: To perform a short-pitched bowl to get a batter to hit the ball in the air.
- 4: To work in a pair to restrict runs scored when fielding.
- 5: To play an on-drive.
- 6: To set an attacking field.



Delivered alongside Chance to Shine.

**Spring 2 – Gymnastics and Target Games:
Dodgeball****Gymnastics – Unit 2:**

- 1: To use controlled flight onto high apparatus.
- 2: What a base and a flyer are in partner balances and learning to perform both roles.
- 3: To perform more advanced partner balances and evaluate others' work
- 4: To incorporate equipment such as hoops and balls into a sequence.
- 5: To incorporate musicality and timing into a group sequence.
- 6: To combine our skills in partner balances and rhythmic gymnastics in a team performance.



Record and evaluate performances using the iPads.

Net and Wall Games – Badminton:

- 1: The smash shot technique and when it is used
- 2: To use the smash shot in a doubles game.
- 3: To hit and drop using the correct technique to outwit an opponent.
- 4: To develop reaction time to hit shots when close to the net.
- 5: To communicate with a doubles partner to make sure court positioning is correct.
- 6: To use defensive formations in a doubles game to prevent opponents from scoring points.

Striking and Fielding - Rounders:

- 1: Attacking tactical bowling to make it more difficult for the batter to hit.
- 2: To track and catch a hit ball.
- 3: The difference between attacking and defensive batting.
- 4: To work in a pair in a field to restrict scoring.
- 5: To apply tactics when running around bases to avoid overtakes.
- 6: To apply attacking and defensive tactics in a competitive situation.



KS2 Rounders Festival.

**Summer 2 – Athletics and Outdoor Adventurous
Activities (OAA)****Athletics:**

- 1: Sprint start technique to increase our running speed.
- 2: The three phrases of triple jump.
- 3: The heave throw technique and what it is used for.
- 4: To assess our own ability to play our role in parlauff.
- 5: The scissor jump technique and when it would be used in athletics.
- 6: To record and relay results over a range of track and field events.



Sports Day.

Outdoor Adventurous Activities:

- 1: To work with a partner to successfully orient and follow a map.
- 2: To identify objects for a scavenger hunt from a written description.

	confidently with a partner.  To perform a Dance to Year 5.	Target Games - Dodgeball: 1: To improve accuracy, aiming at different body parts. 2: To use the parry catch. 3: To use a leap and dive when dodging. 4: To use defensive formations as a team to block. 5: How to be the last person standing. 6: To use the multiplayer rule in a game.  Year 6 Dodgeball Competition.	3: To safely perform a pyramid balance in a small group. 4: To work efficiently as part of a team to complete a range of tasks. 5: To create a fun and challenging game for others to complete. 6: To listen to others to refine and adapt ideas to complete a complex task.  Delivered alongside NEPSSS.  Orienteering trip for all (linked to Geography).  Throughout the year, different groups of children will take part in West End Trust and School Games competitions.
British Sign Language  Our BSL curriculum is under development to meet the needs of our HIARP context.	<u>Describe a House (Adjectives)</u> 1: Kitchen 2: Living Room 3: Bedroom 4: Bathroom 5: Dining Room <u>Giving Directions and using Prepositions</u> 1: Give directions around a house 2: Describe where a room is in relation to others. 3: Describe the objects in a room. 4: Describe where an object is in relation to others. 5: Describe an object related to others on a picture.  Links to SPaG.	<u>Compare Newcastle and Barcelona</u> 1: Talk about places. 2: Describe Newcastle. 3: Describe Barcelona. 4: Say that things are the same. 5: Say that things are different. <u>Talk about a Holiday</u> 1: Country names. 2: Transport 3: Weather 4: Accommodation 5: Things to see  School International Trip (Barcelona) and Geography.	<u>Assessment:</u> 1: Talk about a holiday you've been on. 2: My dream holiday 3-4: Deaf role model – Gerry Hughes 5-7: Assessment. <u>Directions:</u> 1: Buildings 2: Directions 3: Give directions 4: Ask for directions.  School International Trip (Barcelona) and Geography.