

St. John the Evangelist Catholic Academy
Curriculum Overview Year 6

Religious Education						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 6	<p>The Story of the People of God</p> <p>Followers of Christ</p> <p style="color: red; text-align: center;">P.S.H.E. Relationships Living in the Wider World</p>	<p>Advent</p> <p>Christmas</p>	<p>Baptism and Confirmation - Celebrations of the Holy Spirit</p> <p>Lent</p> <p style="color: red; text-align: center;">P.S.H.E. Relationships Living in the Wider World</p>	<p>Prayers in the lives of Followers of Christ</p> <p>Holy Week</p> <p style="color: red; text-align: center;">P.S.H.E. Living in the Wider World</p>	<p>Easter</p> <p>Pentecost</p> <p style="color: red; text-align: center;">P.S.H.E. Relationships</p>	<p>Belonging to the Church Community</p> <p>Celebrating the life of Mary and the Saints</p> <p style="color: red; text-align: center;">P.S.H.E. Relationships Living in the Wider World</p>
Objectives	<p>The Story of the People of God: Know that the Bible is a library of books that can be placed into different categories.</p> <p>Be able to identify some styles of literature found in the Bible.</p> <p>Know some stories of significant people from the Old Testament and will be able to discuss the relationship these</p>	<p>Advent: Know that there are two parts to the Season of Advent.</p> <p>Understand some reasons why it is important for Christians to prepare for Christ to come again.</p> <p>Write a modern parable and parts of a hymn about the coming of Christ into the world.</p>	<p>Baptism and Confirmation - Celebrations of the Holy Spirit: Know that Baptism and Confirmation are Sacraments through which Christians receive the gift of the Holy Spirit.</p> <p>Identify the actions, signs and symbols of Baptism and confirmation and recognise which symbols are used in both</p>	<p>Prayers in the lives of Followers of Christ: Know a range of traditional prayers used by the Church and be able to discuss the meaning of the words contained in them.</p> <p>Be able to write their own Psalm prayer and be able to identify important actions and gestures associated with prayer.</p>	<p>Easter: Know the story of the appearance of the Risen Christ to Thomas.</p> <p>Understand some reasons why he failed to believe that Christ was alive.</p> <p>Be able to describe how his meeting with the Risen Christ changed Thomas' life.</p> <p>Know that Christians</p>	<p>Belonging to the Church Community: Know that a direct link exists between the teaching of the Apostles, the role of the Pope and Bishops today and that the faith is nourished and celebrated in the local parish community today.</p> <p>Recognise that the Church is a universal Church and that the life of the local parish is</p>

	<p>people had with God.</p> <p>Know and be able to reflect on the Commandments.</p> <p>Followers of Christ: Know that Jesus called many people to follow him.</p> <p>Identify reasons why these people responded to his call.</p> <p>Understand that following Christ sometimes demands sacrifices.</p> <p>Identify some vocations that exist in the life of the Church.</p>	<p>Christmas: Know the main features of the story of Christmas and be able to identify which Gospel they are recorded in.</p> <p>Be able to discuss some of the images of Jesus found in the Gospel of St. John.</p> <p>Be able to talk about some reasons why Christmas is an important celebration in the life of the Church.</p>	<p>Sacraments.</p> <p>Lent: Know about the Church's customs for the Season of Lent. Understand some reasons why Jesus spoke of prayer, fasting and almsgiving being important and be able to think about applying these in their own lives.</p> <p>Be able to discuss issues concerning poverty in the world today and think about some remedies for this problem.</p> <p>Know that the Scriptures speak of God's mercy and forgiveness and they will understand how the church celebrates this in the Sacrament of Reconciliation.</p>	<p>Know that the Mass is the central prayer of the Catholic faith.</p> <p>Know about some customs of prayer in other world religions.</p> <p>Holy Week: Know the story of the passion of Jesus in some detail.</p> <p>Be able to imagine some of the thoughts and feelings of Jesus in the Garden of Gethsemane and think of some reasons why Peter denied Jesus.</p> <p>Know some words of Jesus from the cross and understand why the death of Jesus has been described as a sacrifice.</p>	<p>believe in eternal life.</p> <p>Know some New Testament stories that speak about this eternal life.</p> <p>Identify symbols from the Baptismal and funeral liturgy that speak about eternal life.</p> <p>Pentecost: Know the two stories from the New Testament about the coming of the Holy Spirit and be able to compare and contrast them.</p> <p>Understand why wind, fire and breath are important symbols of the Holy Spirit.</p> <p>Know the names of the Gifts and Fruits of the Holy Spirit and explain why they are important in the lives of Christians.</p>	<p>founded upon the faith of the apostles and the universal Church.</p> <p>Celebrating the life of Mary and the Saints: Know about the Church's feasts in honour of the Blessed Virgin Mary and understand why such importance is attached to them.</p> <p>Know that Mary and the saints enjoy the life of heaven and know some of the Church's prayers to honour them.</p>
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Working scientifically to be planned for throughout the year. Create an observation station to cover objectives linked to "Seasonal Changes" and provide opportunities for consolidation of objectives covered in focus areas.

- 1) planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- 2) taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- 3) recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- 4) using test results to make predictions to set up further comparative and fair tests
- 5) reporting and presenting 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
- 6) identifying scientific evidence that has been used to support or refute ideas or arguments.

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 6	Living Things and their Habitats Evolution and inheritance P.S.H.E. Relationships	Animals, including humans	Light	Electricity		Whole School topic Linked to the work of a famous scientist.
Objectives	<ul style="list-style-type: none"> □ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals □ give reasons for classifying plants and animals based on specific characteristics. □ recognise that living 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> □ 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 		

	<p>things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>□ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>□ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>within animals, including humans.</p>	<p>from light sources to objects and then to our eyes</p> <p>□ 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>□ use recognised symbols when representing a simple circuit in a diagram.</p>		
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	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 6	World War II or Crime and Punishment P.S.H.E. Relationships Living in the Wider World				Whole School Topic Local Study Project (The Pottery Industry and Coal - Mining.)	
Objectives	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>□ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>□ a significant turning point in British history, for example, the first railways or the Battle of Britain</p>				<p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	

Geography

Location Knowledge: Use display in hall to encourage children to locate places within the U.K. and the Wider World (First News)
Create Weather Station in Key Stage 2 playground.

Geographical Skills and Fieldwork:

Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied

Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.

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.

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 6			<p>Natural Disasters (Volcanoes/Earthquakes)</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences.</p> <p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p>		<p>Linking with local History, map how land use has changed in local area over time.</p> <p>Distribution of natural resources focusing on energy (link with coal mining past History and eco-power in D&T)</p>	

		<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>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.</p>	
<p>Objectives</p>		<p>Locational knowledge</p> <p>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</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Identify the position and significance of latitude,</p>	<p>Locational Knowledge</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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</p>

	<p>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)</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and physical geography Describe and understand key aspects of:</p> <ul style="list-style-type: none"> □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle □ 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 <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe</p>	<p>night)</p> <p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography 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</p>
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		<p>features studied</p> <p>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</p> <p>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.</p>	
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Computing

The following objective will be taught through all topics:

- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

P.S.H.E.: Health & Well- Being (There will be a particular focus on cyber-bullying, accessing safe sites, use of social networks and ensuring children are able to employ appropriate strategies to keep themselves safe.)

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 6	Computer networks (We are app planners)	Computational Thinking (We are project managers)	Productivity (We are market researchers)	Communication/Collaboration (We are interface designers)	Programming (We are app developers)	Creativity (We are marketers)
Objectives	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.	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ; Create and debug simple programs; Use logical reasoning to predict the behaviour of simple programs	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	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	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Use logical reasoning to explain how some simple algorithms	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

					work and to detect and correct errors in algorithms and programs	
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Art and Design						
Throughout the year children will have the opportunity to produce a painting, a sculpture/3D model/ drawing (pencil/charcoal)/Printing/explore the work of an artist(s)						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 6						
Objectives						

Design and Technology						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 6						
Objectives						

Physical Education

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 6	Games Invasion Games P.S.H.E. Health & Well-Being Relationships	Gymnastics Dance P.S.H.E. Health & Well-Being Relationships	Dance Invasion Games P.S.H.E. Health & Well-Being Relationships	Orienteering Fitness P.S.H.E. Health & Well-Being Relationships	Handball Sports P.S.H.E. Health & Well-Being Relationships	Athletics Sports P.S.H.E. Health & Well-Being Relationships
Objectives	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. Compare their performances with previous ones and demonstrate improvement to achieve their personal	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal	Perform dances using a range of movement patterns. 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. Compare their performances with	Take part in outdoor and adventurous activity challenges both individually and within a team. Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal	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. Compare their performances with previous ones and demonstrate improvement to achieve their personal	Use running, jumping, throwing and catching in isolation and in combination Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	best.	best.	previous ones and demonstrate improvement to achieve their personal best.	best.	best.	
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Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 6						
Objectives	Pupils should be taught to: <ul style="list-style-type: none"> □ 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. 					

