



The Best That You Can Be...

Devonshire Primary Academy

Year 6 Curriculum 2019-2020



Autumn 1	Spring 1	Summer 1
<p align="center">Topic: Hola Mexico</p>	<p align="center">Topic: Frozen Kingdom</p>	<p align="center">Topic: Blood Heart</p>
<p align="center">Skills</p>	<p align="center">Skills</p>	<p align="center">Skills</p>
<p>Computing: Design and create/use a range of programs to accomplish given goals.</p> <p>Evaluate and improve presentations in the light of discussion, marking and audience response</p> <p>e-Safety: I can use search technologies effectively. I can explain how search engines work and how results are selected and ranked. I can demonstrate the strategies I would apply to be discerning in evaluating digital content. I can identify, flag and report inappropriate content. I can explain how I am developing an online reputation which will allow other people to form an opinion of me. I can describe some simple ways that help build a positive online reputation. I can explain why I should keep asking until I get the help I need.</p> <p>DT: Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. (WIND INSTRUMENT)]</p> <p>Geog: Using 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>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. Understand the reasons for the similarities and differences.</p> <p>Art: develop use of hue, tint, tone, shades and mood, colour to express feelings and themes</p>	<p>Computing: Create flowcharts and other diagrams to explain how a process or model works.</p> <p>e-Safety: I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me. I can identify a range of ways to report concerns both in school and at home about online bullying. I can show I understand my responsibilities for the well-being of others in my online social group. I can explain how impulsive and rash communications online may cause problems (e.g. flaming, content produced in live streaming). I can demonstrate how I would support others (including those who are having difficulties) online. I can demonstrate ways of reporting problems online for both myself and my friends.</p> <p>Art: produce increasingly accurate drawings of people and their mood - develop concept of perspective</p> <p>Science: Living things and their habitats: 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>Animals, including humans: Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Computing: Create data collection forms and enter data from these accurately. Make graphs from the calculations on their spreadsheet. Sort and filter information.</p> <p>Explain that changing the numerical data affects a calculation.</p> <p>e-Safety: I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I can explain the importance of self-regulating my use of technology; I can demonstrate the strategies I use to do this (e.g. monitoring my time online, avoiding accidents).</p> <p>Animals, including humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>

<p>Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic Civilisations, including a study of Baghdad c. AD900; Mayan civilisation c. AD 900; Benin (west Africa) c. AD 900-1300.</p> <p>PSHCE: Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, cultural, ethnic, and racial and religious diversity, gender and disability.</p>		
<p align="center"><u>Cultural Capital</u></p> <p align="center">Shopping on a budget</p>	<p align="center"><u>Cultural Capital</u></p> <p align="center">Go camping, build a den at Stannah and toast marshmallows</p>	<p align="center"><u>Cultural Capital</u></p> <p align="center">How to look after their body, keep healthy and exercise</p>
<p align="center"><u>Enrichment Week</u></p> <p>Science: Electricity: Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</p>	<p align="center"><u>Enrichment Week</u></p> <p><u>Geog:</u> Describe and understand key aspects of Physical geography including: Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Evolution and inheritance: 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 align="center"><u>Visits</u></p> <p align="center">Have lunch at a Mexican restaurant (Cinco's)</p>	<p align="center"><u>Visits</u></p> <p align="center">Zoo (Penguins etc)</p>	<p align="center"><u>Visits</u></p> <p align="center">Unity Science labs</p>

Autumn 2	Spring 2	Summer2
Topic: Revolution	Topic: Gallery Rebels	Topic: Tomorrow's World
Skills	Skills	Skills
<p>Take account of accuracy and potential bias when searching for and selecting information.</p> <p>e-Safety: I can demonstrate the use of search tools to find and access online content which can be reused by others. I can demonstrate how to make references to and acknowledge sources I have used from the internet. I can explain how and why some people may present 'opinions' as 'facts'. I can describe how some online information can be opinion and can offer examples. I can describe ways in which media can shape ideas about gender. I can identify messages about gender roles and make judgements based on them. I can challenge and explain why it is important to reject inappropriate messages about gender online.</p> <p>Geog: Locate and name the main counties and cities in the United Kingdom.</p> <p>Linking with local History, map how land use has changed in local area over time.</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>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>Art: observe and record effect of light on objects and people from different directions and different light sources</p> <p>applies knowledge of different techniques to express feelings</p> <p>builds up drawings and images of whole or parts of items using various techniques</p> <p>History: Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Computing: Demonstrate knowledge and understanding of how networks work by describing the types of service offered (e.g. through email, www, ftp and video conferencing).</p> <p>e-Safety: I use different passwords for a range of online services. I can describe effective strategies for managing those passwords (e.g. password managers, acronyms, stories). I know what to do if my password is lost or stolen. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how I might encounter these online (e.g. advertising and 'ad targeting'). I can demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and I can explain why using these strategies are important.</p> <p>DT: Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. (SCULPTURE) Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. (SCULPTURE) Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Art: work collaboratively on a large scale</p> <p>plan and develop ideas. shape, form, model and join with attention to detail</p> <p>discuss and evaluate own work and that of other sculptors</p> <p>create own abstract pattern to reflect personal experiences (or those of others) and expression</p>	<p>Independently problem solve and model situations and processes, by understanding and explaining the impact of changing variables and rules within a model.</p> <p>Produce algorithms independently using logical and appropriate structures to organise and record data.</p> <p>e-Safety: I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I can assess and action different strategies to limit the impact of technology on my health (e.g. nightshift mode, regular breaks, correct posture, sleep, diet and exercise). I can describe issues online that might make me or others feel sad, worried, uncomfortable or frightened. I know and can give examples of how I might get help, both on and offline.</p> <p>Geog: Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Create a Geocache</p> <p>Art: create pattern for corporate purpose or mass production, explore printing techniques used by various artists, develops experience in embellishing, discuss and understand the properties of media</p>

<p>The topic of Victorians will have the children looking at the life of Queen Victoria</p> <p>Specially looking at World War 2 and the Industrial Revolution.</p>		
<p><u>Cultural Capital</u></p> <p>Travel on a train</p>	<p><u>Cultural Capital</u></p> <p>Go and see a Shakespeare Play at the Grand Theatre</p>	<p><u>Cultural Capital</u></p> <p>Find a Geocache</p>
<p><u>Enrichment Week</u></p> <p>Electricity: 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>Light: 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>Visits</u></p> <p>Visit a stately home: Leighton Hall</p>	<p><u>Visits</u></p> <p>Visit Grundy Art Gallery</p>	<p><u>Visits</u></p> <p>Travel on a Bus (transition linked to High School moves)</p>

DT, Geography, Art, Science, History, PE, RE, PSHE, Computing, Music, E-Safety