



Gillespie Primary School Curriculum Overview - Year 6

2023-2024



	The Victorians		Beyond Empire: Trade and Migration		From Coast to Coast	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Focus texts and films: Oliver Twist by Charles Dickens Wild Boy by Lloyd Jones (class novel) Little Freak (film) Alma Pig Heart Boy by Malory Blackman (class novel) Diversity text: The Sad Book by Michael Rosen		Focus Texts and films: The Lighthouse (short film) Pig Heart Boy by Malory Blackman The Arrival by Shaun Tan (Picture book) Oranges in No Man's Land by Elizabeth Laird High-rise Mystery (class novel) Diversity text: The Journey by Francesca Sanna		Focus texts and films: Flood lands by Marcus Sedgewick Fantastically Great Women who saved the Planet by Kate Pankhurst (Non-fiction) Greta's Story by Valentina Camerini (Picture book non-fiction) A Planet Full of Plastic by Neal Layton (Picture book non-fiction) The Boy Who Harnessed the Wind (film) Come and see me (class novel) Letters from the Lighthouse (class novel) Diversity text: El Deafo by Cece Bell	
	<ul style="list-style-type: none"> Narratives Diary entries Poetry (Future Zone poetry competition) Biographies Non-chronological reports Balanced arguments Drama 		<ul style="list-style-type: none"> Narratives Explanations Letters Debate Drama Newspapers 		<ul style="list-style-type: none"> Narratives Explanations Letters Arguments- persuasive Advertisements Speech Poetry 	
Maths	Number: Place Value (2 weeks) Number: Addition, Subtraction, Multiplication and Division (4 weeks) Fractions (4 weeks) Geometry: Position & Direction (1 week)		Number: Decimals (2 weeks) Number: Percentages (2 weeks) Number: Algebra (2 weeks) Measurement: Converting units (1 week) Measurement: Perimeter, Area and Volume (2 weeks) Number: Ratio (2 weeks)		Geometry: Properties of Shapes (2 weeks) Problem solving (3 weeks) Statistics (2 weeks) Investigations (4 weeks) Preparation for SATS	
Science	Evolution & inheritance	Animals including Humans	Electricity		Living Things & their Habitats	Light
Computing	Online safety					
	Online Safety	Coding	Spreadsheets	Networks	Blogging	Quizzing
Visits and Visitors First-hand experiences	Ragged School Museum Ben Kinsella Theatre workshop	Local Islington walk	Museum in the Docklands Islington Junior Citizenship		Drugs & transition workshops (ADAD theatre)	

<p>History</p>	<p>A study of an aspect of history dating from a period beyond 1066 <i>What was life like for Victorian children in London.</i> Children learn about the Victorian period with a study focus on the lives of children in the Victorian period making comparisons to the lives of children today using primary sources of evidence including our school (built 1878) and secondary sources of evidence.</p> <p>What was life like for Victorian children? How did rich Victorians live? How did poor Victorians live? What jobs did they do? What was school like for children? What wars were they involved in? Who were notable Victorians?</p>	<p>A significant turning point in British History: Beyond the British Empire: Trade and Migration</p> <p><i>A History and geography unit:</i> Building on their learning about the Victorian period, children find out about the expansion of the British Empire, trade and power with a focus on Slavery. Children explore the connections to modern Britain and its relationship to the Commonwealth and consider why London is such a diverse city, looking at immigration including a study about the Windrush generation</p> <p>How did the British Empire grow from the Victorian age onwards? What did they trade? What is the impact of slavery on America and the UK today? How did those actions shape the future of the world?</p>	
<p>Geography</p>	<p>Geographical skills and fieldwork To examine How Gillespie Road/Islington/ London has changed geographically since Victorian era</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Mapping Gillespie Road identifying and comparing Victorian buildings and buildings that are more modern. • compare maps of the same area from different periods • use maps, atlases, globes and digital/computer mapping to locate town and describe features studied • 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 • use fieldwork to observe, measure, record and present the human and physical features in the area using a range of methods, including sketch maps, plans and graphs and digital technologies • make links to History learning about primary sources of evidence 	<p>Beyond the Empire Trade and Economies</p> <p>Study of migration and immigration with a focus on commonwealth countries</p> <p>Windrush generation</p> <p>Post WWII recruitment of commonwealth nationals</p> <p>Post WWII - formation of European Union</p>	<p>Human and Physical Geography: Coast to Coast- to extend knowledge of location and place to a different part of the United Kingdom and to investigate climate change through a geographical coast investigation</p> <p>Study of location in UK</p> <ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts, rivers) and land-use patterns and understand how some of these aspects have changed over time <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography (climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle) and human geography (types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water) • An in-depth geographical coastal investigation to : <ul style="list-style-type: none"> > understand sea erosion processes and make model showing an aspect of this > understand how caves, arches ,stacks , beaches and headlands are formed > examine coastal management strategies <p>Key questions :</p> <ul style="list-style-type: none"> • Who are the winners and losers of climate change/global warming ?

				<ul style="list-style-type: none"> Who are the new leaders that are fighting for action? How can we make changes to our daily lives to improve our future? 		
Art & Design	Drawing, sketching, painting, and printing in the style of Gustav Dore and William Morris	Religious art and architecture Linked to our RE topic on expressing faith and culture through art. Pop Art, pattern, symmetry, symbolism, geometric designs.	Environmental Art and Sculpture unit linked to Coasts			
Music	<p><u>Strings</u> Beginning Vamoosh Book 2: Violin, Viola and Cello</p> <p><u>Why do Music? Philosophical discussions</u></p> <p><u>Fresh Prince Of Belair(Charanqa)</u> -Listen and Appraise: begin to recognise the basic style indicators of original Hip Hop</p>	<p><u>Continuing Strings</u> Music concentration games +</p> <p><u>Christmas Show!</u> -Learning Christmas songs. -Performing with actions. -Linking in with Drama. -Composing music/Lyrics for the show</p>	<p>Continuing Vamoosh Book 2: Violin, Viola and Cello + A New Year Carol by Benjamin Britten Understanding cultural context of music, one of the great composers, extended improvisation.</p>	<p>Continuing Vamoosh Book 2: Violin, Viola and Cello + Composition! -Songwriting, learning the elements of music (melody, harmony, rhythm)</p>	<p>Finishing Vamoosh Book 2: Violin, Viola and Cello + Samba -Playing together in a group. Learning different latin American rhythms, conducting</p>	<p><i>Reflect, Rewind and Replay</i> Look over music learning from time at Gillespie. + <i>Class Project</i> -Child led bands! Composing in a band. + <i>Year 6 Leavers Show</i></p>
Design Technology		Building lighthouses: Design and make Papier-mâché lighthouses with working electrical lights (linked to Science topic)	Mechanical systems: Pulleys or gears Design, make and evaluate Fairground Rides Linked to science work on electricity			

Personal, Social and Health Education (PSHE)	Keeping safe & managing risk: Keeping safe - out and about Pupils learn: <ul style="list-style-type: none"> • about feelings of being out and about in the local area with increasing independence • about recognising and responding to peer pressure • about the consequences of anti-social behaviour (including gangs and gang related behaviour) Growth Mindset lessons <ul style="list-style-type: none"> -The impact of words and phrases on mindset -Identifying what is important to them in learning -Identifying and overcoming barriers to learning 		Mental health & emotional wellbeing: Healthy Minds Pupils learn: <ul style="list-style-type: none"> • what mental health is • about what can affect mental health and some ways of dealing with this • about some everyday ways to look after mental health • about the stigma and discrimination that can surround mental health Drug, alcohol & tobacco Education: Weighing up risk Pupils learn: <ul style="list-style-type: none"> • about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs • about assessing the level of risk in different situations involving drug use • about ways to manage risk in situations involving drug use 		Identity, society and equality: Human rights Pupils learn: <ul style="list-style-type: none"> • about people who have moved to Islington from other places, (including the experience of refugees) • about human rights and the UN Convention on the Rights of the Child • about homelessness Sex and Relationship Education (SRE): Healthy Relationships/ How a baby made Pupils learn: <ul style="list-style-type: none"> • about the changes that occur during puberty • to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact • what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships • about human reproduction in the context of the human lifecycle • how a baby is made and grows (conception and pregnancy) • about roles and responsibilities of carers and parents • to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it -about the importance for girls to be protected against FGM 	
Physical Education	Basketball	Swimming	Dance	Yoga	Rounders Cricket	Athletics
Religious Education	What do religions say to us when life gets hard? (Believing strand)		What can be done to reduce racism? What can we learn from religious and non-religious worldviews? (Expressing)		Green religion? What do religious and nonreligious worldviews teach about caring for the Earth? (Living)	

Modern Foreign Language (MFL) French	A L'école (At School) To bring the French they are learning directly in to what they do everyday at school. It enables them to talk about their subjects in terms of expressing an opinion and at what time they study these topics. They are also introduced to the irregular verb aller (to go).	Le Week-end (The Weekend) Children to talk about what they do in their own time in French. Common weekend activities allowing talk about what they do when not at school and, connectives enabling them to join sentences together developing more fluent phrases in French.	Manger Et Bouger (Healthy Lifestyle) To discuss healthy lifestyle choices. The unit is very pictorial and leads the children through the different lifestyle options available to them. The unit ends with a healthy food recipe in French including preparation and cooking instructions.	La Seconde Guerre Mondiale (WWII) Factual detail with the sounds and images of World War II.	Les Planètes (The Planets) complex sentences to recreate detailed descriptions of each planet Concept of adjectival agreement.
Cooking	Gruel	Bean burgers	Fairtrade cake		