



Gillespie Primary School Curriculum Overview - Year 6



	Autumn Term – The Victorians		Spring Term – Our Changing World		Summer Term – Trade and Migration	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Focus texts: <i>Oliver Twist</i> by Charles Dickens, <i>Wild Boy</i> by Rob Lloyd Jones - Narratives - Diary entries - Biographies - Non-chronological reports - Poetry (Future Zone Poetry Project) Diversity focus book: <i>The Sad Book</i> by Michael Rosen (R.E. link)		Focus text: <i>Floodland</i> by Marcus Sedgewick - Narratives - Explanations - Newspaper reports Diversity focus book: <i>El Deafo</i> by Cece Bell (PSHE link)		Focus text: <i>Windrush Child</i> by Benjamin Zephania - Persuasive arguments - Balanced arguments Diversity focus book: <i>The Journey</i> by Francesca Sanna (history link)	
Maths (White Rose)	Number: Place Value Number: Addition, subtraction, multiplication & division Number: Fractions Measurement: Converting units		Ratio Algebra Number: Decimals Number: Fractions, decimals & percentages Measurement: Area, perimeter & volume Statistics		Geometry: Shape Geometry: Position & Direction	
Science	Evolution & inheritance Writing link: Charles Darwin and theory of evolution non-chronological report	Electricity	Animals including Humans Writing link: Circulatory system explanation		Living Things & their Habitats	Light
Computing	Online safety – 2BeSafe units across the year					
	Computer Science: Coding Information Technology : Blogging (English link - Future Zone Poetry Project)		Information Technology: Spreadsheets Information Technology: Graphing Computer Science: Networks		Information Technology: Data Detectives Computer Science: Introduction to Python Information Technology: 3-D Modelling	
Visits/Visitors/first hand experiences	Ragged School Museum Islington’s Local Heroes workshop Local area walk (Gillespie Road and Liverpool Road)		Islington Junior Citizenship Heart dissection at AMSI Ben Kinsella Choices & consequences workshop		London Museum Docklands - London, Sugar & Slavery enquiry day Habitats and adaptation workshop at Gillespie Park Diverse Voices transition workshops	

History	A study of an aspect of history dating from a period beyond 1066: What was life like for Victorian children in London? 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. • What was school like for children? • What were workhouses like? • What impact did Dr Barnardo have on the lives of children? • What jobs did children do? • What were significant historical events of the Victorian era? • What diseases did people suffer from?		A significant turning point in British History: Beyond the British Empire: Trade and Migration 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 • 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?
Geography	Geographical skills and fieldwork: To explore how local area changed geographically since Victorian era - focus on Gillespie Road and Liverpool Road • Use OS and digital maps to locate local area and describe features (incl historical maps) • Use four and six-figure grid references • Understand scale on a map, measure lengths and convert to distance • Use fieldwork to observe, measure, record and present the human and physical features in local area using a range of methods, including sketch maps, plans and graphs and digital technologies	Locational knowledge • Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of the changing international borders of Europe. • 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 in the context of coastal features and the changing make-up of the UK Physical geography • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of erosion, weathering and coastal features Human 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 in	Human geography • Describe and understand key aspects of economic activity including trade links and the distribution of natural resources including energy, food, minerals and water • Explore migration and immigration with a focus on Commonwealth countries and Windrush generation

		the context of coastal features and by looking at how landscapes change over time. Geographical skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
Art & Design	Victorian street life drawing - chalk and charcoal Focus artist: Gustave Dore	Wave theme - mixed media (reused materials) Focus artist: Katsushika Hokusai	Graffiti art Focus artist: Banksy
Design Technology		Electrical systems – more complex switches and circuits Design, make and evaluate lighthouse with working electrical lights (science link)	Mechanical systems: Pulleys or gears Design, make and evaluate fairground ride (science link)
Personal, Social and Health Education (PSHE)	Growth mindset lessons - 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 - What mental health is - What can affect mental health and ways of dealing with this - Everyday ways to look after mental health - Stigma and discrimination that can surround mental health My Happy Mind: - Meet your brain - giving children a foundational knowledge of the brain and teaching them how they can look after their minds to be at their very best - Celebrate - introducing the theory that we all have different character strengths and that by understanding what they are and then using them as much as possible, we can be at our best	Keeping safe & managing risk: Keeping safe - out and about - Feelings of being out and about in the local area with increasing independence - Recognising and responding to peer pressure - Consequences of anti-social behaviour (including gangs and gang related behaviour) Drug, alcohol & tobacco education: Weighing up risk - 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 - Ways to manage risk in situations involving drug use My Happy Mind: - Gratitude - teaching children the importance of gratitude and what happens in our brain when we give and receive gratitude - Relate - teaching children the importance of being able to relate or get along with others in order to have positive relationships	Identity, society and equality: Human rights - People who have moved to Islington from other places, (including the experience of refugees) - Human rights and the UN Convention on the Rights of the Child about homelessness Sex and Relationship Education (SRE): Healthy relationships/ How a baby is made - Changes that occur during puberty - 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 - Human reproduction in the context of the human lifecycle - How a baby is made and grows (conception and pregnancy) - Roles and responsibilities of carers and parents - How to answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it - Importance for girls to be protected against FGM My Happy Mind: - Engage - bringing together everything the children have learnt throughout the My Happy Mind curriculum, using the knowledge and skills they have acquired to help them to engage in the world through goal setting - Consolidation - referring back to what has been learnt throughout the year and continuing to use the skills the children have learnt, habits they've made and knowledge they've acquired to be the best self they can be to themselves and to others

	Cooking- Gruel- linked to Victorian topic.		Cooking- Bean burgers			
Physical Education	<u>Gymnastics</u> Use knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. Work in larger groups using formations to improve the aesthetics of performances. Develop performance skills considering the quality and control of actions.		<u>Basketball</u> Defending, attacking, throwing, catching, dribbling and shooting. Use attacking skills to maintain possession and defending skills to gain possession. Work collaboratively to use skills, strategies and tactics to outwit opposition. Develop understanding of importance of fair play and honesty while self-managing games. Evaluate their own and others’ performances.		<u>Dance</u> Sadlers Wells link - Windrush focus	
	<u>Swimming Intensive</u> Swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively [e.g. front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. This is 10 hours of swimming.		<u>Rounders</u> Accurate bowling, controlled batting, quick fielding. Plan, perform, and reflect on success of own created games		<u>Athletics</u> Sprints, middle distance, relays, jumping, throwing for accuracy and distance. Measuring, keeping and beating own scores	
Music	Strings Beginning Vamoosh Book 2: Violin, Viola and Cello	Continuing Strings Music concentration games	Continuing Vamoosh Book 2: Violin, Viola and Cello	Continuing Vamoosh Book 2: Violin, Viola and Cello	Finishing Vamoosh Book 2: Violin, Viola and Cello	Reflect, Rewind and Replay Look over music learning from time at Gillespie
	Why do Music? Philosophical discussions Fresh Prince Of Belair (Charanga) Listen and Appraise: begin to recognise the basic style indicators of original Hip Hop	Christmas Show Learning Christmas songs Performing with actions Linking in with Drama Composing music/lyrics for the show	A New Year Carol by Benjamin Britten Understanding cultural context of music, one of the great composers, extended improvisation.	Composition Songwriting, learning the elements of music (melody, harmony, rhythm)	Samba Playing together in a group. Learning different Latin American rhythms, conducting	Class Project Child-led bands Composing in a band Year 6 Leavers Show
French	A L'école (At School) Talk about subjects - express an opinion, give time they study topics Irregular verb aller (to go).	Le Week-end (The Weekend) Talk about what do in own time - common weekend activities. Conjunctions enabling them to join sentences together developing fluency.	Manger Et Bouger (Healthy Lifestyle) Discuss healthy lifestyle choices. Learn healthy food recipe including preparation and cooking instructions.		La Seconde Guerre Mondiale (WWII) Factual detail with sounds and images of World War II	Les Planètes (The Planets) Complex sentences to recreate detailed descriptions of each planet. Concept of adjectival agreement.
	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 strand)		Green religion? What do religious and nonreligious worldviews teach about caring for the Earth? (Living strand)	