

Year 6 Curriculum Overview 2025 – 2026

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
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| Topic | Exploring the archives | Changing Populations | Britain in Battle | Exciting Energy | Historical Heroes | Enterprise and Transition |
| Question | What does the census tell us about history? | Why does population change? | What was the impact of World War Two on the people of Britain? | Where does our energy come from? | Who should go on the £10 banknote? | Can I carry out an independent fieldwork enquiry? |
| Experiences | Finding history workshop | Christmas Enterprise Project. Geography Field Work | Worcestershire at War experience. | Geography Field Work | Virtual Museum | Enterprise events. End of year trip. |
| Classic Class Reads | The Nowhere Emporium | A Christmas Carol | Holes | The Demon Headmaster | The Lion the Witch and the Wardrobe | The Final Year |
| Performance Opportunity | Harvest Festival | Remembrance Service Christmas Production | | Easter Service | Sports Day | Summer Production Leavers' Assembly |

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| <p>Science Overview Linked text Scientist Sustainability topic</p> | <p>Living things Classify plants and animals on specific characteristics. Carl Linneus</p> <p>Exploring conditions for life.</p> <p>Grouping organisms by characteristics.</p> <p>Classifying animals and using classification keys.</p> <p>Classifying plants and creating classification keys.</p> <p>Identifying and exploring microorganisms.</p> <p>Carl Linnaeus.</p> | <p>Electricity Cause and effect of volts on different components. Nikola Tesla</p> <p>Renewable Energy</p> <p>Constructing and drawing series circuits.</p> <p>Exploring complete and incomplete circuits.</p> <p>Exploring circuit variations.</p> <p>Planning, investigating and evaluating a voltage experiment.</p> <p>Understanding types of renewable energy and the impact on our environment.</p> | <p>Light Light travels in straight lines. We see objects through reflection of light. Thomas Edison</p> <p>Light Pollution</p> <p>Identifying parts of the eye and understanding the role of reflection in how we see.</p> <p>Understanding that light travels in straight lines.</p> <p>Exploring, planning, investigating and evaluating an experiment on shadows.</p> <p>Understanding refraction and the separation of light.</p> <p>Understanding light pollution and its impact.</p> | <p>Animals inc. Humans: The impact of nutrients and lifestyle on humans. The circulatory system. Earl Bakken and Otis Boykin</p> <p>Identifying parts of the circulatory system and heart.</p> <p>understanding that the heart pumps blood in one direction around the body</p> <p>.Exploring the impact of diet, exercise and drugs on heart health.</p> <p>Planning, investigating and evaluating how the duration of exercise affects heart rate.</p> | <p>Evolution Animals have evolved and are adapted to their environments. Charles Darwin Moth</p> <p>Exploring variation and inherited characteristics of different species.</p> <p>Identifying inherited characteristics of animals and plants.</p> <p>Beginning to understand the terms 'evolution' and natural selection'.</p> <p>To explore the life and work of Charles Darwin and The Galapagos Islands.</p> | <p>Evolution Fossils and their role in building a picture of evolution of living things. Mary Anning</p> <p>Deepening understanding of fossilisation.</p> <p>Linking the concepts of fossilisation and evolution.</p> <p>Exploring the work of Mary Anning, her contributions and challenges.</p> <p>Taking part in themed projects designed to prepare children for KS3 science.</p> |
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| <p>History and Geography</p> <p>Influential people</p> <p>British Values</p> | <p>The Census</p> <p>Using the census to make inferences about the past.</p> <p>Using primary sources to investigate the past.</p> <p>Reconstructing past lives from sources.</p> <p>Comparing census returns to identify changes.</p> <p>Mutual Respect Tolerance</p> | <p>Population change</p> <p>Understanding change and distribution of global population.</p> <p>Recognising factors which influence change including migration.</p> <p>Exploring the impact of climate change.</p> <p>Exploring how population impacts the environment.</p> <p>Rule of Law Individual Liberty Mutual Respect</p> | <p>World War Two</p> <p>Understanding the causes of WW2.</p> <p>Understanding how the Battle of Britain was won.</p> <p>Making inferences about the Blitz using primary sources.</p> <p>Exploring experiences of children during the evacuation.</p> <p>Evaluating the accuracy and reliability of sources.</p> <p>Identifying the impact of WW2 on women and immigration</p> <p>Neville Chamberlain Winston Churchill Mutual Respect Tolerance Democracy Rule of Law Individual Liberty</p> | <p>Energy types</p> <p>Exploring the importance of energy sources</p> <p>Understanding the benefits and drawbacks of different energy sources and explaining reasons for choosing one.</p> <p>Explaining how energy is generated in different places.</p> <p>Identifying how energy sources are distributed.</p> <p>Collecting and presenting data gathered during field work.</p> <p>Democracy Individual Liberty Tolerance</p> | <p>Influential people throughout history</p> <p>Explaining what makes a person historically significant.</p> <p>Evaluating and explaining the significance of figures in history.</p> <p>Alan Turing Jane Austen Joseph William Turner Winston Churchill Lily Parr Betty Snowball Mary Seacole Alfred the Great Elizabeth 1</p> | <p>Local area study</p> <p>Developing enquiry questions.</p> <p>Identifying effective data collection methods</p> <p>Mapping a route.</p> <p>Collecting, analysing and presenting data.</p> <p>Mutual Respect Tolerance Democracy Rule of Law Individual Liberty</p> |
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| Art / Technology | Technology Textiles: Bags | Art Craft : Photography | Technology Structures: playgrounds | Art Drawing expressing ideas | Technology Digital Software | Art Sculpture |
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| Artist Study | <p>Develop and test design ideas</p> <p>Use suitable fabrics and materials</p> <p>Make 3D textile shapes.</p> <p>Join fabrics using stitches or knots.</p> <p>Use pins, scissors and other tools carefully.</p> <p>Evaluating a final product against design and purpose.</p> | <p>Applying an understanding of composition.</p> <p>Understanding abstract art through photography.</p> <p>Using digital photography techniques.</p> <p>Recreating art using photography. Edvard Munch Vermeer</p> <p>Developing observation and proportion skills to create photorealistic style.</p> | <p>Creating designs, applying design criteria.</p> <p>Using peer evaluation to make suitable edits.</p> <p>Producing first designs of structure.</p> <p>Editing and improving designs.</p> <p>Applying cladding and decorative additions.</p> <p>Enhancing design with additional features.</p> | <p>Exploring how street artist convey messages.</p> <p>Applying one point perspective. Edgar Muller</p> <p>Exploring scale and proportion. Sian Storey</p> <p>Designing street-art-inspired pieces Dan Fenelon.</p> <p>Creating street art</p> <p>Evaluating creative work. Noura bin Saidan</p> | <p>Writing a design brief based on a client request.</p> <p>Writing a programme which includes multiple functions.</p> <p>Developing a sustainable product concept.</p> <p>Creating a virtual model.</p> <p>Pitching their product. ornell</p> | <p>Analysing art and the concept of self.</p> <p>Exploring sculptural techniques.</p> <p>Developing ideas through creative experiences.</p> <p>Applying an understanding of materials and techniques.</p> <p>Evaluating and refining artwork.</p> <p>Louise Nevelson Joseph C</p> |

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| Music | Dynamics, Pitch and Texture. Appraising the work of Mendelssohn (Theme: Fingal's Cave) and further developing the skills of improvisation and composition | Songs of WW2 Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts | Film Music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film. | Themes and Variations Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments | Baroque Children will explore Baroque music through multiple composers before applying their new knowledge and understanding when performing. | Leavers' Song Children spend the topic creating their very own leavers' song personal to their experiences as a class |
| RE | Why does religion look different around the world? Part 1 | Why does religion look different around the world? Part 2 | Why is it better to be there in person? (Pilgrimage) | Why is there suffering? Part 1 | Why is there suffering? Part 2 | What place does religion have in our world today? |

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| PE | Football Gymnastics | Netball Tag Rugby | Hockey Dance | Tennis Outdoor Adventure | Rounders Athletics | Cricket Badminton |
| PSHE / SMSC | Protective Behaviours and Families and Relationships Introductory Ground Rules | Health and Wellbeing | Safety and the Changing Body | Citizenship | Economic Wellbeing | Transition |
| Wellbeing | Discover: Goal Setting | Take Notice: Myself | Connect: Community | Give: Apologising | Move: Brain Breaks | |

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| French | Numbers to 100 | Telling the Time | Sports | In Town: Places of Work | In Town: Places of Interest | My House |
| Computing | Ongoing E-Safety – Learning how to navigate the internet in an informed, safe and respectful way. | | | | | |
| Computing | Computing systems and networks Code breaking and password hacking. | Computing systems and networks Exploring what AI is and how it generates text, images and code. | Data Handling Barcodes, QR codes and RFID. | Programming Using 'Python' to create designs and art. | Data Handling Data usage and smart schools. | Enterprise Use a software program to design their products and to promote their inventions. |
| English Purpose of writing | To entertain, to inform. | | To entertain, to persuade. | | To persuade, to entertain. | |
| | Throughout: Write effectively for a range of purposes and audiences; use of paragraphs; use of full range of spelling rules and patterns, including year 5/6 spelling list and using a dictionary; and evaluating, editing and proof reading. | | | | | |
| Writing key learning | Use passive voice, where appropriate, to affect how information is presented. Expanded noun phrases, adverbs and prepositions to convey complicated information concisely and to add detail. Integrate dialogue in narratives to convey character and advance the action. Use a range of devices to build cohesion. Use a range of punctuation. Use appropriate modal verbs. Use appropriate vocabulary choices. | | Use passive voice. Use verb forms consistently and correctly. Recognise structures for formal speech including subjunctive forms. Integrate dialogue to convey character and advance the action. Use a range of cohesive devices. Use appropriate choice of tense. Use a range of organisational devices. Use of colons, semi-colons and dashes. | | Use relative clauses. Distinguish between the language of speech and choose appropriate register. Recognise structures for formal speech and writing. Use a range of cohesive devices. Use appropriate choice of tense. Use a range of organisational devices. Use of colons, semi-colons and dashes. | |

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| <p>Writing opportunities</p> <p>Model texts/media</p> <p>Cross curricular writing</p> | <p>Fiction: write an action-packed story ending</p> <p>King Kong by Anthony Browne, King Kong</p> <p>Historical diary entry/letter. Photography fact file.</p> | <p>Non-fiction: write a hybrid leaflet</p> <p>The Place for Me: Stories about the Windrush Generation by Black Cultural Archives7</p> <p>Setting description</p> <p>Circuit instructions</p> | <p>Fiction: Narrative</p> <p>The Selfish Giant by Oscar Wilde</p> <p>Blackout Poetry</p> <p>Job description</p> <p>Historical recount</p> | <p>Persuasion: write a letter to raise awareness</p> <p>The Day War Came by Nicola Davies, Leaf by Sandra Dieckmann</p> <p>Letter/ Diary writing</p> <p>Inspiration: Holes</p> <p>Energy Advert</p> | <p>Persuasion: write a persuasive speech</p> <p>Plastic Planet by Georgia Amson-Bradshaw,</p> <p>Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet by Valentina Camerini</p> <p>Debating who is most influential</p> | <p>Fiction: write an adventure story</p> <p>Sky Chasers by Emma Carroll</p> <p>Poetry: School Days</p> <p>Enterprise marketing</p> |
| <p>Reading Book Studies</p> <p>Extracts</p> <p>Poetry</p> | <p>When we were Warriors by Emma Carroll</p> <p>Northern Lights</p> <p>Treasure Island</p> <p>From A Railway Carriage</p> <p>If</p> <p>Wind on The Hill</p> | <p>The Place for Me: Stories about the Windrush Generation by Dame Floella Benjamin et al.</p> <p>Peter Pan</p> <p>Oliver Twist</p> <p>A Christmas Carol</p> <p>Firework Night</p> | <p>The Happy Prince and Other Tales by Oscar Wilde</p> <p>Wind in The Willows</p> <p>The Golden Bird</p> <p>The Charge of the Light Brigade</p> | <p>Goldfish Boy by Lisa Thompson</p> <p>The Time Machine</p> <p>Black Beauty</p> <p>The Raven</p> <p>The Listeners</p> | <p>Great Adventurers by Alistair Humphreys</p> <p>Swiss Family Robinson</p> <p>The Eagle</p> <p>The Crocodile</p> | <p>Sky Chasers by Emma Carroll</p> <p>Oliver Twist</p> <p>The Jumblies</p> |

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| Mathematics | *Place Value *Addition Subtraction Multiplication and Division | *Fractions *Measurement | *Algebra *Ratio *Decimals | *Decimals, percentages and fractions *Measurement - Perimeter, area, and volume | *Geometry – properties of shapes *Geometry - position and direction *Statistics * Consolidation | *Consolidation and preparation for KS3 |
| Fluency Focus | Year 5 fluency consolidation Rounding Times tables | Common multiples, factors, and prime numbers | Fraction, decimal and percentage equivalents | All curriculum mental strategies and fluency practice | All curriculum mental strategies and fluency practice | All curriculum mental strategies and fluency practice |