

Lantern Lane Curriculum Overview for Year 6

Lead Enquiry Questions	Autumn Term **Title: It's all Greek to Me** How do the life and achievements of Ancient Greece influence my life today? What would I eat if I lived in Greece? **Title: An investigation into contrasting localities** Should I stay (in East Leake) or should I go (to Norfolk)?		Spring Term **Title: The Americas** Should Raphael and his family migrate to North America?		Summer Term **Title: Crime and Punishment** When in history was the worst time to be a criminal?	
Geography	**NC Objectives:** **What would I eat if I lived in Greece?** Name and locate the world's countries, using maps to focus on **Greece**, concentrating on its key physical characteristics. **Should I stay (in East Leake) or should I go (to Norfolk)?** Understand geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom.	**Skills:** **What would I eat if I lived in Greece?** I can answer questions using a map. I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. Use maps, atlases, globe and digital/computer mapping to locate countries and describe and describe features studied. **Should I stay (in East Leake) or should I go (to Norfolk)?** I can use ordinance Survey symbols and 6 figure grid references. I can answer questions using a map. I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. Use maps, atlases, globe and digital/computer mapping to locate countries and describe and describe features studied.	**NC Objectives:** Name and locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, The Prime/Greenwich Meridian and Time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. Describe and understand key aspects of: - physical geography, including climate zones, and biomes - human geography, including types of settlement and land use, economic activity	**Skills:** I can answer questions using a map I can use maps, aerial photographs, plans and e-resources to describe what a locality might be like. I can describe how some places are similar and dissimilar in relation to their human and physical features. I can identify climate zones, biomes and vegetation belts within a continent. I can identify and name the tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. I can explain how time zones work and calculate time differences around the world.		

		Use 8 points of a compass, extending to 6 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.	including trade links and the distribution of natural resources including energy, food, minerals and water.			
History	**NC Objectives:** A study of Greek life and achievements and their influence on the Western world.	**Skills:** I can use timelines to demonstrate changes and developments in culture, technology, religion and society. I can describe main changes in a period in history using words such as: social, religious, political, technological and cultural. I can name dates of any significant event studied from past and place it correctly on a timeline. I can choose appropriate and reliable sources of factual evidence to describe changes in aspects such as houses and settlements, buildings and their functions, clothes, way of life etc. I can form my own reasons as to why things changed but use evidence to support my opinions. I can place these changes accurately on a timeline and then describe how they have affected life today. Based on my understanding of the term 'reliable', I can evaluate the usefulness and accurateness of different sources of evidence. I can then select the most appropriate source of			**NC Objectives:** A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.	**Skills:** I can use timelines to demonstrate changes and developments in culture, technology, religion and society. I can use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. I can form my own reasons as to why things changed but use evidence to support my opinions. I can place these changes accurately on a timeline and then describe how they have affected life today. Based on my understanding of the term 'reliable', I can evaluate the usefulness and accurateness of different sources of evidence. I can then select the most appropriate source of evidence for particular tasks. Culminating in me forming my own opinions about historical events from a range of sources. I can present my information in an organised and clearly structured way. I can make use of different ways of presenting information. I can present information in the most

		evidence for particular tasks. Culminating in me forming my own opinions about historical events from a range of sources. I can present my information in an organised and clearly structured way. I can make use of different ways of presenting information. I can present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). I can make accurate use of specific dates and terms.				appropriate way (e.g. written explanation/tables and charts/labelled diagram). I can make accurate use of specific dates and terms.
Art	**Greek Pots** **NC Objectives:** To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught – Create sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Learn about great artists, architects and designers in history. Drawing: Demonstrate a wide variety of ways to make	**Skills:** I can explain why I have used different tools to create art. I can explain why I have chosen specific techniques to create my art. I can explain the style of my work and how it has been influenced by a famous artist.	**Steven Brown/South American animals** leading to canvas printing (see DT) **NC Objectives:** To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught – To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. About great artists, architects and designers in history.	**Skills:** I can explain why I have used different tools to create art. I can explain why I have chosen specific techniques to create my art. I can explain the style of my work and how it has been influenced by a famous artist. I can over print to create patterns. I can use feedback to make amendments and improvements to my art.	**Convict Portraits** **NC Objectives:** To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught – To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. Drawing: Demonstrate a wide variety of ways to make different marks with dry and wet media.	**Skills:** I can explain why I have used different tools to create art. I can explain why I have chosen specific techniques to create my art. I can explain the style of my work and how it has been influenced by a famous artist. I can use feedback to make amendments and improvements to my art.

	different marks with dry and wet media. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Painting: Work from a variety of sources, including those researched independently. 3D form: Create sculpture and constructions with increasing independence. Develop skills in using clay including slabs, coils, slips, etc.		Drawing: Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. Painting: Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, including those researched independently. Show an awareness of how paintings are created (composition). Printing: Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Textiles/collage: Awareness of the potential of the uses of material. Use different techniques, colours and textures etc		Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.	

			when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.			
DT	**<u>Cooking and Nutrition – Greek Taverna</u>** **NC Objectives:** Design – Use research to develop a design specification that is functional, appealing, innovative, which is fit for purpose, aimed at particular individuals or groups. Understand and apply principles of a healthy diet to prepare dishes. Understand seasonality, and know how a variety of ingredients are grown, reared, caught and processed. Make – Apply the rules for basic food hygiene and other safe practices *e.g. hazards relating to the use of ovens* Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Select appropriate tools and techniques including ingredients according to their functional and aesthetic qualities. Use tools safely and accurately Weigh and measure accurately (time, dry ingredients, liquids)	**Skills:** Design – I can use market research to inform my plans and ideas. I can justify my plans in a convincing way I can show that I consider culture and society in my plans and designs. Make – I can follow and refine my plans. I can work within a budget. I can explain how products should be stored and give reasons. Evaluate – I show that I can test and evaluate my products. I can evaluate my product against clear criteria	**<u>Textiles - Canvas</u>** **NC Objectives:** Design – Use research to develop a design specification that is functional, appealing, innovative, which is fit for purpose, aimed at particular individuals or groups. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways (including annotated sketches, exploded diagrams, prototypes and computer-aided design) Plan the order of their work, choosing appropriate materials, tools and techniques Make – Select appropriate tools, materials, components and techniques including construction material, ingredients, and textiles according to their functional and aesthetic qualities. Use tools safely and accurately Construct products using permanent joining techniques Make modifications as they go along	**Skills:** Design – I can use market research to inform my plans and ideas. I can justify my plans in a convincing way I can show that I consider culture and society in my plans and designs. Make – I can follow and refine my plans. Evaluate – I show that I can test and evaluate my products. I can evaluate my product against clear criteria I understand how key events and individuals in design and technology have helped shape the world.	**<u>Construction – Transportation Ships</u>** **NC Objectives:** Design – Use research to develop a design specification that is functional, appealing, innovative, which is fit for purpose, aimed at particular individuals or groups. Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways (including annotated sketches, exploded diagrams, prototypes and computer-aided design) Plan the order of their work, choosing appropriate materials, tools and techniques Make – Select appropriate tools, materials, components and techniques including construction material, ingredients, and textiles according to their functional and aesthetic qualities. Use tools safely and accurately Construct products using permanent joining techniques	**Skills:** Design – I can justify my plans in a convincing way I can show that I consider culture and society in my plans and designs. Make – I can follow and refine my plans. Evaluate – I show that I can test and evaluate my products. I can evaluate my product against clear criteria I understand how key events and individuals in design and technology have helped shape the world. Technical knowledge – I can build structure, exploring how they can be made stronger, stiffer and more stable, including a range of textile fastenings and stitches.

	Achieve a quality product Evaluate – Investigate and analyse a range of existing products. Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. Record their evaluations using ICT. Evaluate against their original criteria and suggest ways that their product could be improved.		Evaluate – Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved Investigate and analyse a range of existing products.		Make modifications as they go along Achieve a quality product Evaluate – Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved Investigate and analyse a range of existing products. Understand how key events and individuals in design and technology have helped shape the world.	
See individual subject overviews for NC coverage and skills progression.	**Autumn**		**Spring**		**Summer**	
Science	Electricity	Light		Animals including Humans (Circulatory System)	Living Things & their Habitats	Evolution and Inheritance
RE	6.1 Teachings, Wisdom and Authority What do sacred texts and other sources say about God, the world and human life?	6.2 Religion, World Views, Family and Community How can we make Nottingham City and County a place of tolerance and respect?	6.3 Beliefs in Action in the World: The Environment How do religions and beliefs respond to global issues?		6.4 Beliefs in Action in the World: Kindertransport Rescuers and Upstanders – Learning from Beth Shalom about the Jewish Kindertransport.	
Computing	History of Code & Programming in Python	Budget Planning with Excel	Virtual Reality	Binary	Web Design	HTML Web Programming
Music	Charanga – You've Got A Friend Whole class teaching – Glockenspiel & recorder		Famous South American Composers	Composition – Samba	Charanga – Music & Me History of music/listen to a range of high quality live and recorded music from a range of traditions/composers/musicians	
Indoor PE	Fitness	Dodgeball	Badminton	Gymnastics/Dance	Tri Golf	Tchoukball *Leadership in PE*

Outdoor PE	Athletics	Basketball	Tag Rugby	Tennis	Rounders	Orienteering
French	Places & Towns	Le Café			Ma Famille	Les Vacances
PSHE	Mental Health & Wellbeing: What do we need to do to take care of ourselves as we become more independent? Managing Money		Staying safe online & developing AI literacy: How do we manage living in the digital world safely?		Relationships [Changes in puberty & sex education]: What different relationships might we choose as we grow and become independent?	