

2026-2027	LB1 7 weeks June - July	LB2 4 weeks Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 6 weeks Jan-Feb	LB6 5 weeks Feb - Mar	LB7 7 weeks Apr-May
Year 6	Drugs & Bugs	People & Places		Blast Through The Past		Past, Present, Future	
Special Days/ Weeks	Cultural Diversity Week (LB1)	Space Week (LB3)		- Money Week (LB4) - Story Telling Week (LB5) - International day for women and girls in science		- Science Week (LB6) - World Book Day (LB6) - National Numeracy Day (LB7) - World Art Day (LB7) - World Earth Day (LB7)	
Science	Drugs and Bugs - Investigate microorganisms; food and microorganisms; harmful and helpful microorganisms. - Learn about the spread of disease and antibiotics, Alexander Fleming. - Learn about the effects of tobacco, alcohol and other drugs on the body. <u>Scientists:</u> ➤ Alexander Fleming – biologist who discovered penicillin ➤ Howard Florey & Ernst Chain – developed penicillin from Fleming’s discovery so that it could be manufactured as a medicine.	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. - Learn about Charles Darwin and his scientific contributions. <u>Scientists:</u> ➤ Mary Anning - (Building on prior knowledge. Fossil hunter who developed the theory that dinosaurs had become extinct a long time ago) ➤ Charles Darwin - (Natural Historian who developed the theory of evolution by natural selection) ➤ Alfred Wallace - (Natural Historian who developed the theory of evolution by natural selection) ➤ Emma Dunne - (Palaeobiologist who investigates how ancient climate change affected the evolution of different species) ➤ Telma Laurentino - (Evolutionary Biologist who measures differences in the colour of lizards that live in white desert sands to find differences in their genes which might have allowed them to survive in such an extreme environment)		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 micro-organisms, plants and animals. - Give reasons for classifying plants and animals based on specific characteristics. <u>Scientists:</u> ➤ Carl Linnaeus - (Botanist & Zoologist who developed a taxonomy for classifying organisms) ➤ Agnes Arber - (Botanist and first woman to become a fellow of the Royal Society who studied aquatic flowering plants and monocots, a group of flowering plants) ➤ Hu Xiansu - (Botanist and founder of plant taxonomy in China) ➤ Beatrix Potter - (Mycologist, study of fungi, and Scientific Illustrator)		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. <u>Scientists:</u> ➤ Euclid - (Mathematician who predicted that light travels in straight lines and we only see things that light falls on) ➤ Ibn al-Haytham (Alhazen) - (Physicist & Mathematician who developed a theory that light travels in a straight line, and proved it by carrying out the first scientific experiment) ➤ Colin Webb - (Professor of Laser Physics) 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. <u>Scientists:</u> ➤ Nikola Tesla - (Electrical & Mechanical Engineer who developed the AC electrical system and made important advances in technologies such as x-rays, neon lights and robotics) ➤ Alessandro Volta - (Physicist who developed the electric battery) ➤ Mildred S Dresselhaus (Materials Scientist whose research led to the development of the rechargeable batteries in all modern electronic equipment)	
Geography	No coverage expected	The Americas – how diverse are their places and landscapes? - Learn about the continents of North and South America, and the countries that form them as well as their capital cities. - Study in detail some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. - Develop map and atlas skills and practise reading and writing coordinates.		Global Trade and Economics - Explain the UK’s trade links with other countries. - Understand the importance of Fairtrade. - Explain the importance of the global supply chain. - Understand how trading has changed through history and how world events impact trade.		Rivers & Canals - what are the similarities and differences between the Grand Union Canal and the River Nile? How have the Grand Union and the Nile affected people’s lives over time? Physical Geography - Understand where water comes from. - Locate key rivers of the world (Nile, Amazon, Mississippi, Ganges). - Learn about river formation and key features. - Learn about erosion and deposition.	

Year 6 – Curriculum Overview 2026-2027

		Learn about the ancient and new wonders of the world, specifically those of the Americas, and research a natural wonder of the Americas.		Human Geography - Describe the ways rivers and canals are used and how their use has changed over time. - Compare rivers and canals (Nile / Grand Union) – investigate their use: settlement, economic activity including trade links and the distribution of natural resources (energy, food, minerals and water). - Understand the impact of damming rivers.
History	Early Islamic Civilisation - Track the development and history of an early Islamic civilisation – the city of Baghdad. - Importance of Baghdad including the House of Wisdom. - Examine trade and everyday life in Baghdad. - Learn about the spread of Islam through the Middle East and beyond. - Learn about how the city fell.	Tudors - Identify the significance of the Battle of Bosworth and understand how Henry VII ended the War of the Roses and ushered in a new era. - Investigate who the Tudors were and learn about the power and importance of Henry VIII including the difficulties he faced in marriage and producing an heir, the Reformation and his successors. - Study life in Tudor times and compare similarities and differences to life now. - Investigate punishment and crime during Tudor times. - Who took over the throne after Henry VIII?	Shang Dynasty - Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods by learning when and where the Shang Dynasty existed. - Learn about different artefacts from the Shang Dynasty and evaluate what they can teach us about life in the Shang Dynasty. - Learn about the social hierarchy of the Shang Dynasty and explore what life was like for different people. - Find out about the religious beliefs of the people from the Shang Dynasty. - Learn about the discovery, significance and purpose of oracle bones in Shang culture. - Learn about the unearthing of Lady Fu Hao's tomb and what the study of the objects inside can teach us.	Ancient Egypt - Understand that the Ancient Egyptians wrote in hieroglyphs and simplified versions such as demotic & hieratic scripts; appreciate that once hieroglyphs were translated using the Rosetta stone Egyptologists were able to find out a lot more about the Ancient Egyptians; understand that hieroglyphs represent the sounds that make up words. - Study the finding of Tutankhamun's tomb by Howard Carter and Lord Carnarvon. - Study and compare the lives of some of the well-known pharaohs; learn about the mummification process and the beliefs of this ancient civilisation. - Understand the significance of the Pyramids and The Sphinx to Ancient Egyptians and be aware that there is controversy over the original shape of The Sphinx and who ordered it to be carved. - Establish what society was like in Britain during the Ancient Egyptian civilisation and describe the end of the Ancient Egyptian civilisation.
Art & DT	Sketch, Pattern, Tessellate - Influenced by Escher - Investigate Escher's use of pattern and tessellating shapes for effect. - Design a tessellating pattern based on regular shapes. - Design a tessellating pattern based on a modified square. - Develop drawing techniques including shading, hatching and blending. - Use range of media to represent their ideas including pen and ink. - Develop an awareness of composition, scale and proportion. - Make sketches with increasing accuracy and imagination. - Combine media to create different effects within own work. - Explain why they have chosen specific drawing techniques. - Create a range of colours, tints and tones using paint. - Add colour to the tessellating pattern using complementary or contrasting colours, depending on intended mood of piece. - Evaluate own artwork.		Graphic Design – 3D Representations - Create 3D shapes using cubes. - Draw a range of shapes in isometric. - Draw cubes and cuboids in 1- and 2-point perspective. - Render to show use of light. - Draw to scale – 2:1 etc. keeping shape in proportion. - Use IT to create basic 3D drawings – Purple Mash. - Sketch to communicate emotions and a sense of self with accuracy and imagination. - Develop drawing techniques including shading, hatching and blending. - Use a range of media to represent ideas including pen and ink. - Develop an awareness of composition, scale and proportion. - Make sketches with increasing accuracy. - Combine media to create different effects within own work. - Explain why they have chosen specific drawing techniques.	Watercolour & Sculpture – Myths & Legends Drawing – Mythical Creatures using water colours - Investigate the Ancient Egyptian buildings/monuments. - Design a mythical creature based on different parts of different animals – make sketches and annotate. - Create a detailed sketch of final design, showing different textures and an understanding of perspective. - Make sketches with increasing accuracy and imagination. - Explain what their own style is. - Plan and produce observational and imaginative compositions. - Use a wide range of techniques in their work. - Explain why they have chosen specific painting techniques. - Select tools for different effects. - Use a range of paint including watercolour. - Mix colours to create mood and emotion within a piece. Sculpture - Death Mask/Scarab Beetle - Investigate Egyptian Death Masks and their purpose. - Design a Death Mask considering colour and texture. - Plan and produce observational and imaginative compositions. - Use a wide range of techniques in their work. - Explain why they have chosen specific techniques. - Select tools for different effects. - Create a clay or papier mâché Death Mask and decorate using paints. - Evaluate.
RE	Humanism - Examine the difference between religious and non-religious worldviews. - Focus specifically on humanism, its origins, core beliefs and the meaning of the Happy Human symbol. - Key Humanist thinkers and their ideas.		Justice & Freedom - Read a range of stories, from different world religions, examining the concepts of justice and freedom. - Learn how key figures in history such as Martin Luther King and Aung San Suu Kyi	Commitment - Understand the concept of commitment and define what is meant by it. - Explore the concept of sacrifice and why sacrifices may be made. - Examine and discuss a range of religious and non-religious commitments and sacrifices made by others.

Year 6 – Curriculum Overview 2026-2027

		were informed and influenced by their own religious beliefs. • Examine the impact of different religious and non-religious ideas about the formation of the Non-Violent Protest and Human Rights Movements • Consolidate understanding of freedom and justice by examining which, if either, is more important, using own learning to debate this question.	• Learn about non-religious, Jewish and Christian coming-of-age ceremonies, fasting within Islam and marriage within Hinduism.
Other Foundation & Specialist	See separate plans (available on request): PE Music Spanish Computing PSHEE		
Core	See separate plans (available on request): English Maths		