

## CROCKHAM HILL PRIMARY SCHOOL CURRICULUM OVERVIEW (2024-25)

### Year Group: 6 (Elder Class)

| TOPIC                            | Term 1  | Term 2   | Term 3   | Term 4   | Term 5  | Term 6   |
|----------------------------------|---|--|--|--|---|--|
| <b>Creative Curriculum Title</b> | <b>Early Islamic Civilisation</b>   | <b>Local area study</b>  | <b>Second World War</b>  | <b>South America: The Amazon Basin</b>   | <b>Black and British</b>  | <b>Coasts</b>  |
| <b>Notable Dates/Trips</b>       | Trip to Tunbridge Wells Mosque  | Fieldwork trip – Edenbridge  | Celebration of learning assembly: parents & grandparents invited in to show artefacts/share family stories of involvement in the war |  | SATs – 12-15 <sup>th</sup> May<br>Celebration of Black history walk, Southbank London<br>Bikeability – w/c 19 <sup>th</sup> May | Trip to Dorset (23-27 <sup>th</sup> ), including fieldwork study on beach (Studland Bay) |
| <b>Writing</b>                   | Poetry<br>Narrative writing<br>Character Description<br>Persuasive Text<br>Newspaper report – fall of Baghdad   | Diary writing<br>Setting description<br>Non-chron report<br>Narrative – alternative setting          | Setting description<br>Diary writing<br>Persuasive letter<br>Balanced argument<br>News report (plane crash)                          | Non-fiction – non chron (Geography report)<br><br>Narrative with a flashback (Piano)<br><br>Setting description (Varmints) | Diary writing (Coming to England)<br><br>Biography (chosen figure from black history)<br><br>Fantasy narrative (RUIN)           | Recount<br><br>Narrative connected to production (TBC)                                   |
| <b>Reading</b>                   | The Lost Words – Robert MacFarlane<br>1001 Arabian Nights<br><br>Point, Evidence, Explain, inference, retrieval | The Explorer – Katherine Rundell<br><br>Predicting, summarising, inference, evidence, retrieval, PEE | Letters from the Lighthouse - Emma Carroll<br><br>Clarifying, summarising, retrieval, PEE  | The Piano<br>Varmints<br><br>Retrieval, inference, evaluating, summarising, inference, PEE                                 | Coming to England – Floella Benjamin<br>RUIN (animation)<br><br>Evaluating, inference, PEE, find and copy                       | Retrieval, inference, evaluating, summarising, inference, PEE                            |
| <b>Mathematics</b>               | Place value<br>Addition, subtraction, multiplication and division.  | Fractions A<br>Fractions B<br>Measures   | Ratio<br>Algebra<br>Decimals   | Fractions, decimals and percentages<br>Area, perimeter, volume<br>Statistics   | Shape<br>Position and direction   | Themed projects, consolidation, problem solving  |
| <b>Science</b>                   | Light   | Electricity  | Living things and their habitats   | Evolution and inheritance  | Animals including humans  | Animals including humans   |
| <b>History &amp; Geography</b>   | What was the Islamic golden age and why does it matter?   | Why is conservation of the Amazon basin so important?  | What was it like to have lived through the second world war?   | What is the geography of my local area, now, in the past and what might  | Black British history – why is it important?  | What is the future of our coasts?  |

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|                     |  |   |  | it be like in the future?  |   |   |
| <b>Computing</b>    | Online Safety<br>HTML  | Image editing   | Programming<br>Scratch   | Graphic design<br>Data detectives  | Virtual reality   | Web design  |
| <b>R.E.</b>         | Islam - What is the significance of the Mosque to Muslims?   | Christianity and Judaism - How do Christians and Jews celebrate the greatness of God                  | Christianity - Creation and science: conflicting or complimentary?   | Christianity - What difference does the resurrection make to Christians?   | Sikhism - What is the nature of God for Sikhs?  | Christianity - Was Jesus the Messiah?   |
| <b>RHSCE</b>        | Setting the ground rules<br>Health and Well-being (8)  | Families and relationships (6)  | Citizenship (6)  | Identity (2)<br>Economic wellbeing (6)   | Safety and the changing body (4)  | Safety and the changing body (4)<br>Transition to Secondary school (1)                    |
| <b>Art &amp; DT</b> | ART – Islamic geometric design and patterns<br><br>ARTIST: William Morris & Cartier Jewellery                  | DT – Creating a shelter for survival in the Amazon (frame structures)                                 | ART – Drawing – tone and perspective<br>ARTIST - Henry Moore (Shelter drawings – WW2)  | ART – Soap/clay sculpture – post-war Britain modern sculpture inspired by the natural world.<br>ARTIST: Barbara Hepworth   | DT – Creating dishes inspired by Caribbean food (celebrating culture and seasonality)   | DT – Creating different gear chains for bicycles (gears and pulleys - mechanical systems) |
| <b>Music</b>        | Charanga unit 1: Happy   | Charanga unit 2: Classroom Jazz 2   | Charanga unit 3: A New Year Carol  | Charanga unit 4: You've Got a Friend   | Charanga unit 5: Music and Me   | Production rehearsals   |
| <b>PE</b>           | <u>Gymnastics</u><br>explore balances, rolls on/off apparatus and incorporate stands into unison performances. | <u>Dance</u><br>Movements, dance phrases and choreographed routines based on the theme of Street Art. | <u>Dance</u> – Lindihop – preparing for group dance in our class assembly<br><br>Pupils will build on choreography skills, increase body awareness, develop performance skill and appreciation | <u>Gymnastics</u><br>Performing handstands and into a forward roll; performing cartwheels and designing a performance; performing rotation, balances and stands in unison, and canon | <u>Beginning of Term 5 – maypole dancing</u><br><br><u>Gymnastics</u><br>Combine balancing & travelling to produce a floor routine; extend to sequences on apparatus. | <u>Dance</u><br>Creating a choreographed group dance routine – link to production.        |
|                     | Tennis   | Basketball  | Handball   | OAA  | Rounders  | Athletics   |

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| <b>French</b>                       | Months, seasons and weather.  | Geography of France and compass points.   | Vocabulary for places in a town.  | French festivals.   | Holidays  | Clothes Revision                               |
| <b>Work to be published + links</b> | <p>Art – nature (for village show)</p> <p>Poems – The Lost Words</p> <p>Narrative – The Lost Words</p> <p>Newspaper article – Fall of Baghdad</p> | <p>Narratives – alternative opening chapter.</p> <p>RE – Passover story boards, prayers for Yom Kippur</p> <p>DT - shelters</p> | <p>WW2 display: Writing from English – diary writing, photos from emersion day + Henry Moore sketches</p> | <p>Geography fieldwork reports</p> <p>Barbara Hepworth sculptures</p> | <p>Biographies – Black British people of inspiration + photos of trip</p> | <p>Production photos &amp; related writing</p> |