Year 6 Yearly Overview

Term	ART & DT	Computing	Geography	History	PE	PSHE/RSE	RE	Science
Autumn 1	ART Painting Topic link ; History of keeping healthy Artist : Frida Kahlo	**Computing systems and networks.** Exploring code-breaking at Bletchley Park. **Computing systems and networks.** Exploring what AI is.	**Why does population change?** Examining global population patterns by investigating why some places are more densely populated than others.	**How do we use census records?** Learning how historians use census records to find out about people who lived in the past.	**Health Related Exercise** Create an understanding of strength, flexibility and the cardiovascular elements of fitness, while performing cardio, flexibility and strength focused circuits enhancing their own fitness.	**My healthy self.** How do my choices today shape my future health?	Why does religion look different around the world? (Part 1)	**Light**
Autumn 2	**DT** Food – Celebrating Culture – RE link – Diwali Can you design a traditional Diwali meal to be served in the dinner hall?				**Game Sense Invasion** Applying effective attacking and defensive skills in a variety of game-based scenarios. Pupils will create and apply tactics in games, adapting them as the game situation changes to beat the opposition.	**Connecting with others.** What does it mean to stand up for myself and others?	Why does religion look different around the world? (Part 2)	**Animals including humans**
Spring 1	**Art** Sculpture Topic link ; Ancient Greece Artist ; Ancient Greek art and architecture **DT** Textiles – Combining different fabrics – History link – Greek Sandals. Can you design a new sandal to be sold in shops based on Greek styles?	**Data Handling.** Exploring how data is transmitted and used in everyday technology. **Intro to Python.** Exploring programming through Logo and Python and how digital outcomes are controlled.	**Where does our energy come from?** Investigating how natural resources and energy are used in the UK and the USA as well as developing an understanding of global time zones.	**What is the legacy of the ancient Greek civilisation?** Exploring ancient Greece by comparing the city-states of Athens and Sparta and investigating how they were governed	**Quidditch** Learning to consolidate understanding and application of attacking and defensive skills into game play. Creating attacking and defensive tactics then apply these to different game scenarios using teamwork.	**The online World** How do I feel about the things I see online?	Why is it better to be there in person?	**Evolution and inheritance**
Spring 2.					**Rounders** Learn to consistently apply effective tactics for both batting and fielding. Utilising prior knowledge of batting and fielding tactics	**Citizenship** How can we protect everyone's rights?		**Electricity**

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					and considering when, where and why these apply during a game.			
Summer 1	**Art** Painting, drawing and sculpture Topic ; School memories Artist ; Joseph Cornell, Louise Nevelson **DT** Electrical Systems – Complex switches, programme, and monitoring – Battery powered vehicle. Can you make a moving vehicle that will survive the obstacle course?	**Data Handling.** Investigating how data is transferred, collected and used in connected technologies.	**Can I carry out an independent fieldwork enquiry?** Applying geographical enquiry skills by investigating an issue in the local area	**Local History -The Felling Pit Disaster**	**Athletics** The ability to develop sprinting techniques and analysing their performance. Compare sprinting to running for distance and pacing. Developing existing running, jumping and throwing skills while learning new skills in the three areas of athletics.	**Growing up** How can I stay safe as I grow up?	Why is there suffering? (Part 1)	**Living things and their habitats**
Summer 2					**Cricket** Consolidate knowledge, understanding and ability to effectively apply a range of fielding skills, batting skills and tactics into mini games.	**Sex Education** How do people become parents and carers?	Why is there suffering? (Part 2)	**Working Scientifically**