Lawrence View Primary and Nursery School Curriculum overview 2022/23- Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Focus	**Geography** **Geography Key Concepts: Place, space, scale, physical and human processes.**		**British History** Historical concepts: Evidence, Interpretations, Significance, Cause and Consequence		**Geography** **Geography Key Concepts: Place, space, scale, physical and human processes, cultural understanding and diversity, interdependence, environmental interaction and sustainable development.**	**History** Historical concepts: Evidence, Interpretations, Significance, Cause and Consequence
Lead Enquiry Question	**How does the landscape differ across the UK?**		**How will did the Anglo-Saxons and Vikings get on with each other?**		**From farm to fork: How did trade get global?**	**What was the impact of migration to Britain?**
Key Knowledge	Name and locate counties and cities of the United Kingdom. Know the physical and human environments of The United Kingdom (UK), including key topographical features (including hills, mountains, coasts and rivers). Know about land use patterns in the UK and understand how some of these aspects have changed over time – Nottingham and Skegness case studies. **Know how contour lines show variations in landscapes in the UK and identify these on OS maps.** Know the names of and locate counties and at cities in England. Compare landscapes in the UK by knowing the main hills, mountain ranges, rivers and coasts in the UK. **Identify the Peak District National park on a map of the UK. Explore land use and landscape in the Peak District e.g. hills, rivers, terrain type before going on the fieldwork trip. Know some of the peaks in the Peak District. Identify these on a map and notice the contour lines.** **Geography Skills:** Know what some ordnance symbols stand for and know how to use a key to find those that they do not recognise. Use OS maps, symbols and a key to answer questions. Know how to use six figure grid references. Explain scale and use maps with a range of scales. Compare landscapes using contour lines.		Know where the Vikings originated from and show this on a map Know that the Vikings and Anglo-Saxons were often in conflict Know why the Vikings frequently won battles with the Anglo-Saxons Know about the resistance from Alfred the Great and Athelstan. Have an understanding of Danegeld **Recovery from Y5** Know about how the Anglo-Saxons attempted to bring about law and order into the country Know that during the Anglo-Saxon period Britain was divided into many kingdoms Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a time line to show when the Anglo-Saxons were in England Know about the Scots invasions from Ireland to North Britain. **History Skills:** Place current study on time line in relation to other studies. • Use relevant dates and terms • Sequence up to ten events on a time- line. Link sources and work out how conclusions were arrived at		Know what trade is. Know the terms import and export. Know why industrial areas and ports are important. Understand the idea of global citizenship and Fairtrade Know why early settlements would develop near rivers. Know why seas, rivers and canals are important for trade links. Know main human and physical differences between developed and developing (distribution of natural resources, food, water, and energy). Know how trade can be impacted by political situations – focus on the Suez canal, the Ukraine crisis for food and gas shortages/prices, the COVID pandemic for a petrol crisis.	Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history Know how to place historical events and people from the past societies and periods in a chronological framework know how Britain has had a major influence on the world Know about changes in an aspect of history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century. (including how and why football changed across the 20th century in Britain and throughout the world (study - Arthur Whalton) **Geography:** Know about emigration to the UK and

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	Use digital mapping to locate countries and describe features studied. Use the eight points of a compass. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Recovery from Y4 and Y5:** Know the names of and locate the seven continents of the world and locate these in an atlas. Know the names of and locate the five oceans of the world Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. Know the names of the four countries that make up the UK and name the three main seas that surround the UK. **Know the highest mountains in the UK and identify these on a map.** **Know the longest river in the UK (Severn) and identify on a map. Know the River Trent and the River Thames and identify these on a map.** Use OS maps with symbols and a key. Use four-figure grid references and begin to use six figure grid references.	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confident use of the library etc. for research **Recognise primary and secondary sources.** **Use a range of sources to find out about an aspect of time past.** **Suggest omissions and the means of finding out.** **Bring knowledge gathering from several sources together in a fluent account** **Select aspect of study to make a display.** **Use a variety of ways to communicate knowledge and understanding including extended writing.** **Plan and carry out individual investigations**	Know the names of and locate at least eight major capital cities across the world. Know about time zones and work out differences Know about sustainable energy solutions in the UK and across the world. **Geography Skills:** Know what longitude and latitude are. Know what the Prime/Greenwich Meridian is and use this to explain how time zones work and work out differences in time across the globe (including day and night). Explain scale and use maps with a range of scales. Use digital mapping to locate countries and describe features studied. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Recovery: Know the names of and locate the seven continents of the world and locate these in an atlas. Know the names of and locate the five oceans of the world. Know about different climate zones in the world and that countries on the Equator and	multiculturalism within the UK. Debate – how have migrants been received in the UK across history? Identify examples of multiculturalism in Eastwood. **Recovery from Y5** - Know why coal mining was important during the industrial revolution in Nottingham/Derby. - Know what the industrial revolution was - Know when the industrial revolution took place. **Skills:** Place current study on time line in relation to other studies. • Use relevant dates and terms • Sequence up to ten events on a time- line.Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Confident use of the library etc. for research **Recognise primary and secondary sources.** **Use a range of sources to find out about an aspect of time past. Suggest**

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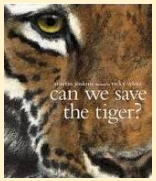
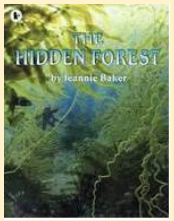
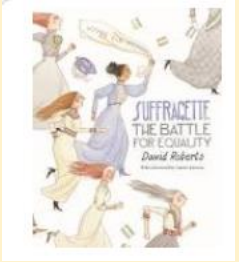
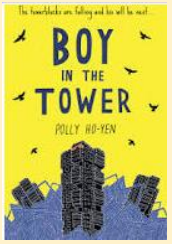
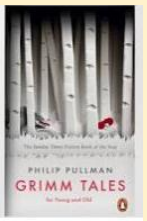
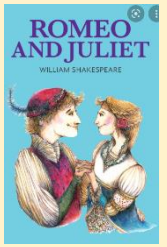
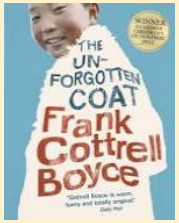
					between the Tropic of Cancer and Capricorn are hot and wet all year round.	**omissions and the means of finding out.** **Bring knowledge gathering from several sources together in a fluent account** **Select aspect of study to make a display.** **Use a variety of ways to communicate knowledge and understanding including extended writing.** **Plan and carry out individual investigations**
Quality Text **Literacy Curriculum**	The Arrival  Rain Player  	Can we Save the Tiger?  The Hidden Forest  	The Invention of Hugo Cabret  Suffragette; The Battle for Equality  	The Three Little Pigs  Project Boy and in the Tower  	Grimm Tales for Young and Old   Romeo and Juliet	The Unforgotten Coat  Night Mail 
Wow Starter	Viking experience day	Visit a mosque Play a game of Pok-a-Tok		Fair trade visit.	Falconry experience	
Enrichment	First aid training. Run an election.	Visit recycling plant Visit a mosque	Kingswood or School outdoor learning experience.	Fair trade Foundation/Oxfam to visit. Run a lunchtime club for younger children.	Raise money for charity Run a small business. Visit a theatre to watch a production	

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Geography Fieldwork and enrichment.	**Can we use OS maps to navigate our way through the Peak District?** Trip to the Moorland Discovery Centre in the Longshaw Estate. Peak District Explorers: Map Skills.				**Should we support local more often?** Comparing prices in a local supermarket and a small independent business in Eastwood e.g. Annie's Allotment. Interview a local independent business to find out about their supply chain, prices, sustainability, impacts on trade e.g. covid pandemic.	
Community links	DH Lawrence society- Meet a politician	Invite a member of the community in to talk about Islam. Local police visit Adapting to changes in living circumstances- nomadic lifestyle possibly homeless charity/ immigrants	. Dare programme		Fair Trade Visit.	
School values	Curiosity	Respect	Resilience/Kindness	Aspiration	Respect, curiosity, kindness, resilience, aspiration	
British values	Democracy	Respect Individual liberty (refugees)	Rule of the law Mutual respect.	Tolerance	Rule of the Law	
Personal Development	Families and Relationships	Caring Relationships	Respectful relationships Personal safety	Safety in and around the home	Changing and Growing (SRE) Economic wellbieng Drug Education	
	Ongoing-Mental Health, Sun safety, Current Affairs.					
Science	**Animals, including humans** The circulatory system Water transportation Impact of exercise on body Identify and name the main parts of the human circulatory system Know the function of the heart, blood vessels and blood Know the impact of diet, exercise, drugs and lifestyle on health Know the ways in which nutrients and water are	**All living things and their habitats** *Classification of living things and the reasons for it* Classify living things into broad groups according to observable characteristics and based on similarities and differences Know how living things have been classified Give reasons for classifying plants and animals in a specific way Recovery from yr5 Life cycles	**Evolution and Inheritance** Identical and non-identical off-spring Fossil evidence and evolution Adaptation and evolution Know how the Earth and living things have changed over time Know how fossils can be used to find out about the past Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) Know how animals and plants are adapted to suit their environment Link adaptation over time to evolution	**Electricity** *Electrical components* *Simple circuits* *Fuses and voltage* Compare and give reasons for why components work and do not work in a circuit Draw circuit diagrams using correct symbols Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer **Working Scientifically:**	**Light** *How light travels* *Reflection* *Ray models of light* Know how light travels Know and demonstrate how we see objects Know why shadows have the same shape as the object that casts them Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.	

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	transported in animals, including humans	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	Know about evolution and can explain what it is	systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit. Recovery from year 5 Electricity – Recovery yr 4 Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors	
	Recovery year 5 Earth and Space – could be looked at through Guided Reading/Homework Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky				

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<table>
<tr><td>Art</td><td colspan="2">Drawing – developing own style.
Augusto Constanzo

Select appropriate media and techniques to achieve a specific outcome.
Develop their own style.
Draw for a sustained period over several sessions.
Use tone in drawing to achieve depth.
Develop drawing with perspective and focal points.

All sketching pencils
Pastels
Charcoal
Pencil crayon
Pen
   </td><td colspan="2">Mixed Media – Paint
Shamsia Hassani, Abu Malek al Shami

Select colour to express feelings.
Discuss harmonious and contrasting colours and their placement on the colour wheel.
Work in a sustainable and independent way, developing own style.
Use colours and brushstrokes to create atmosphere and light effects.
Acrylic
Powder paint
Spray paint
   </td><td colspan="2">Mixed Media and acrylic paint.
Blessing Ngobeni

Select colour to express feelings.
Work in a sustainable and independent way, developing own style.
Purposefully controlling the types of marks, brushstrokes used to create desired effects.
Use colours and brushstrokes to create atmosphere and light effects.
Acrylic
Powder paint
  </td><td colspan="2">Sculpture – Clay
Barbra Hepworth

Recognise sculptural forms in the environment and use these as inspiration for their own work.
Demonstrate experiences in relief and freestanding work using a range of media.
Independently select sculpture as a method of producing work, if this fits the criteria of the task.

Clay
  </td></tr>
<tr><td>DT</td><td>Structures – playgrounds</td><td>Textiles – waistcoats</td><td>Digital World – Navigating the world</td><td>Mechanisms – automata toys</td><td>Electrical systems – Steady hand games</td><td>Cooking and nutrition – come dine with me</td></tr>
<tr><td>RE
Nottinghamshire Agreed Syllabus</td><td>6.1
Teachings, wisdom and authority
What can we learn by reflecting on words of wisdom from religions and worldviews?
What do sacred texts and other sources say about God, the world and human life?
Hinduism, Buddhism and Christianity</td><td>RE day- Focus on Christmas
Invite visitor
Focus- drama and art</td><td>6.2
Religion, worldviews, family and community
What contributions do religious make to local life in Nottingham City and Nottinghamshire a county of tolerance and respect?</td><td>6.3
Beliefs in action in the world
How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of environment?
Christianity, Hinduism and Humanism</td><td>6.4
Beliefs in action in the world
What was the Kindertransport?
Who resisted and rescued?
How can we be upstanders today?
Judaism
Visit to the Holocaust centre</td><td>RE day- Focus- Express yourself spiritually through the arts
Music, drama, art</td></tr>
</table>

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ICT icompute framework followed	**E-Safety** Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise the importance of never sharing passwords, except with parents or guardians Know how to create passwords that are hard to guess, yet easy to remember Customize privacy settings for the online services they use Learn specific ways to respond to bullying when you see it Know how to behave if you experience harassment Make good decisions when choosing how and what to communicate and whether to communicate at all. Be aware of online tools for reporting abuse	**Networks** To understand that a computer network is a group of computers that are connected To know that computer networks allow users to communicate and share To understand that the internet is many networks that are connected to each other To know that a router sends/receives information as packets of data To know that internet search engines maintain, and rank, a list (or index) of other websites available on the World Wide Web To know that web pages are written in HTML To recognise and use basic HTML syntax	**Coding** To program a computer game by sequencing and conditional statements in scratch. learn to plan computer programs, learn to program algorithms according to a plan. Develop strategies for testing and debugging To program a computer game by sequencing conditional statements To use variables in programs To use procedures in programs To understand that the behaviour of a computer program should be planned To understand that programs are developed according to a plan To develop strategies for testing and debugging computer programs	**Data** To understand that spreadsheets can be used to store numerical data and to make calculations To enter a formula to calculate totals To understand that graphs and charts can be created and easily be changed from spreadsheet data To understand the SUM function can be used to create formulas that will perform addition calculations To use a spreadsheet to model a costing exercise	**Aps** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and	**Aps** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they

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					the opportunities they offer for communication and collaboration Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting,analysing, evaluating and presenting data	offer for communication and collaboration Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data
French	**School** -Names of school subjects -Opinion phrases -Masculine and feminine -Everyday life in own culture and other cultures	**Illnesses** -Body parts -Medicines -Names of common illnesses	**Verbs** -Know there are 3 verb families -French infinities and expressions -New year resolutions	**Hobbies** -Hobbies -Opinions -Weather conditions	**Fristory** - Facts about Joan of Arc -Louis XIV was and why he was important - Causes and results of the French Revolution - Napoleon Bonaparte	**Spanish** -Greetings -Age, name, where you live, nationality -Colours -Siblings -Spanish culture
PE	Invasion Games Cross country Mindful Mile	Gymnastics and dance Cross country Mindful Mile	Invasion games Cross country Mindful Mile	Striking and fielding Cross country Mindful Mile	Striking and fielding Cross country Mindful Mile	Athletics Cross country Mindful Mile
Music NCC Charanga programme	Happy	Classroom Jaz	A new Year Carol		You've got a friend.	Respect Rewind, Replay
Curriculum links with mathematics	**History: The Vikings** Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing. Following Viking recipes, using ratio and proportion. Use scales to weigh accurately. Measurement: Construct a Viking Longboat, measure materials.	**History**: **The Mayans** Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing. Work out the Mayan calendar. Introduce base 20 number system. Calculate with Mayan numbers. Compare Mayan system to system we use. Concrete materials, use of objects: beans, sticks to calculate.	**Geography: What makes the UK?** Scales and measurement Map reading, grid references and coordinates in 4 quadrants, knowing axis names and position (horizontal/vertical) Scale and converting: convert miles to KM and vice versa, using scales to determine distance on maps. Measuring accurately in cm, mm and converting units.	**Geography: What is fair?** Map reading, grid references and coordinates, knowing axis names and position (horizontal/vertical) Scale and converting: convert miles to KM and vice versa, using scales to determine distance on maps. Measuring accurately in cm, mm and converting units.	**History: Leisure and entertainment** Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing. League tables, negative numbers eg. Showing goal differences. Algebra, time/ speed / distance Olympic running times.	**History: Leisure and entertainment** Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing. League tables, negative numbers eg. Showing goal differences. Algebra, time/ speed / distance Olympic running times.

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	Shape: identify/ draw nets and shapes to use in construction. Calculate area and perimeter of shapes. **Science**: **Animals including humans.** Convert units of time, seconds, minutes, when recording exercise. Statistics calculate the mean as an average for pulse rate. Use division to 2 dp to calculate average. **Art: Observational sketching** Perspective and scale factor when sketching. Tessellation and translation in Viking art. **DT- Measuring, angles**	Algebra use of pictures to represent numbers. **Science: All living things and their habitats.** Construct pie charts to show differences in environments in living things. Show percentages of living things. **Art: Mixed media:** Using ratio to mix paints to create colours. **DT- Measuring, angles**	Statistics using pie charts/ constructing pie charts to compare immigration and emigration. Work out percentages of sectors. **Science: Evolution and inheritance:** Statistics, pie charts of inherited features in the class, averages as a mean of colour eyes, attached and non-attached ear lobes etc. Percentages of inherited features. Measurement of plant leaves, fossils, conversion between units of measure. **DT- Digital world** **Position and direction, Statistics and data handling**	Statistics using pie charts/ constructing pie charts to compare distribution of wealth/ comparing profit from bananas. Work out percentages of sectors. Conversion charts/ line graphs time zones. **Science: Electricity:** Algebra, the power equation e.g. If a bulb generates 24 watts with a current of 2 amps flowing through it, what is the voltage across it? **Art: Sculpture** Perspective and scale factor when sketching, creating a sculpture. Tessellation and translation to create pattern. Using ratio to mix paints to create colours **DT: Automata toys** Algebra, using equations of motion e.g A buggy moves along the ground for 20 seconds. Its initial velocity is 10m/s and its final velocity is 45m/s. What is its acceleration?	**Science: Light** Perspective and scale factor with optical instruments. Measurement and converting units e.g distance of objects, Sun to Earth. **Art: Sculpture** Perspective and scale factor when sketching, creating a sculpture. Tessellation and translation to create pattern. Using ratio to mix paints to create colours Styles of art, cubism drawing 3d shapes from different perspectives. **DT: create a dinner party**, all 4 operations to help using budgeting skills. Decimals to 3 dp to show money amounts and calculate prices.	**Science: Light** Perspective and scale factor with optical instruments. Measurement and converting units e.g distance of objects, Sun to Earth. **Art: Sculpture** Perspective and scale factor when sketching, creating a sculpture. Tessellation and translation to create pattern. Using ratio to mix paints to create colours Styles of art, cubism drawing 3d shapes from different perspectives. **DT: create a dinner party**, all 4 operations to help using budgeting skills. Decimals to 3 dp to show money amounts and calculate prices.