Halesowen CE Primary School
Curriculum overview

Year 6- Summer

TERM/ CLASS	Science	HISTORY	GEOGRAPHY	ART	DT	MUSIC	PE	RE	Computing
Summer	Evolution and Sex Education	gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of	Geography linked to history		▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Plan and prepare	Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Compare their performances with previous ones and demonstrate improvement t achieve their personal best Use running, jumping, throwing and catching in isolation and in combination Athletics play competitive games, modified where appropriate example, cricket, rounders and apply basic principles suitable for attacking and defending	See RE overview	See Rising Stars

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		the past have been constructed understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and			end of year meal for parents to celebrate end of year 6- starter, main and dessert. <u>Design:</u> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups <u>Make:</u> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and		Rounders and cricket		

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		dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066			finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u>: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the				

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					world Textiles- Create tapestry				