

Halesowen CE Primary School
Curriculum overview



Year 6

TERM/ CLASS	Science	HISTORY	GEOGRAPHY	ART	DT	MUSIC	PE	RE	Computing
AUTUMN	<p>Animals – Humans (See science overview)</p>	<p>Ancient Greece- a study of Greek life and achievements and their influence on the western world.</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about</p>	<p>To locate the worlds countries , using maps to focus on Europe (Greece) concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p>Understand the geographical similarities and differences through the study of human and physical geography of a region in a European Country.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and</p>	<p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>about great architects and designers in history.</p> <p>to improve their mastery of art and design techniques, including sculpture with clay</p> <p>Greek buildings and architecture</p> <p>Greek clay slabs and real life drawing</p>	<p>No DT this term</p>	<p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Use and understand staff and other musical notations</p>	<p>Play competitive games modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p>Netball/ basketball(all term 1 lesson)</p> <p>Develop flexibility, strength, technique, control and balance</p> <p>Gymnastics(all term 1 lesson)</p>	<p>See RE overview</p>	<p>See Rising Stars</p>

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		change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources	describe features studied.						
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