



Courthouse Green Primary School
'Doing our best to be our best'
Breadth of Study
Year 6



The curriculum planning at Courthouse Green is designed as a theme, where many subjects are woven together as a strategy to work in a cross curricular way. Each theme has a number of focus subjects. We ensure through our planning children understand the skills they are learning and embedding and teach and apply subject specific vocabulary explicitly through our medium term planning. Some subjects are taught discretely across the school using our school's own context as a driver for this. Links to British Values are evident throughout the themes.

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| PSHCE | Protective Behaviours | | E Safety | | Making a Difference | SRE |
| RE | Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? Religion: Islam | Theme: Christmas Key Question: How significant is it that Mary was Jesus' mother? Religion: Christianity Theme: Christmas Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Religion: Christianity | Theme: Beliefs and Meaning Key Question: Is anything ever eternal? Religion: Christianity | Theme: Easter Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? Religion: Christianity | Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam NB: This enquiry is taught in 2 sections over the term | |
| PE | Our PE curriculum is underpinned by Real PE, which focuses on the development of agility, balance and co-ordination, healthy competition and cooperative learning. A specialist dance teacher also delivers a high quality dance curriculum linked closely to the themes we teach. | | | | | |

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| History | <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 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. Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, a local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China Ancient Greece – a study of Greek life and achievements and their influence on the western world a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> |
| Geog | <p>Locational knowledge locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 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.</p> |
| Design Tech | <p>When designing and making, pupils should be taught to: Design and 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, generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make and select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and 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 Evaluate investigate and analyse a range of existing products 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 world Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. Cooking and nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <p>Cooking and nutrition: understand and apply the principles of a healthy and varied diet, prepare and cook a variety of predominantly savoury dishes using</p> |

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| | a range of cooking techniques, understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
| Science | <p>Working scientifically: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Living things and their habitats: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals, give reasons for classifying plants and animals based on specific characteristics. Animals including humans: identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies, function describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Evolution and inheritance: recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago, recognise that living things produce offspring of the same kind, but normally offspring, vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Light: recognise that light appears to travel in straight lines, use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye, explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Electricity: associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram.</p> |
| Computing | 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 offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| Art | Create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. |

| | Engage and Expert | Literacy Inc key texts | Maths links | Computing | Humanities Geog and History | Design and Technology | Art and Design |
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| <p>Autumn Theme</p> <p>Key Question: How can I be the best me?</p> <p>Growth Mindset Health & Fitness</p> | <p>Growth vs Fixed Mindset</p> <p>The Power of Praise & Positive Feedback – Austin’s Butterfly</p> <p>Emotion Graphs – challenge</p> | <p>Writing to entertain - The Literacy Shed – Soar Narrative</p> <p>Writing to explain – What is Growth Mindset?</p> <p>Writing to inform - Inspirational people – Wilma Rudolph</p> <p>Writing – to explain. Why is the heart so important? How does blood flow around my body?</p> | <p>Plotting & interpreting Scatter Graphs</p> <p>Finding mean average</p> | <p>Adobe Voice</p> <p>Telegami</p> | | | <p>Batik – use batik technique to design and create a representation of growth mindset</p> <p>Brush techniques – Black History art</p> |
| <p>Autumn Theme</p> <p>Key Question: Is it right to go to war?</p> <p>Liberty of countries Democracy Respect and Tolerance of different faiths</p> | <p>Imperial War Museum</p> <p>Visit to Transport Museum – Blitz experience.</p> <p>Coventry Cathedral – crypt Museum</p> <p>Belgrade Theatre – One Night in November</p> | <p>Lion and the Unicorn – Shirley Hughes</p> <p>The Mozart Question – Michael Morpurgo</p> <p>The Greatest Christmas Present in the world – Michael Morpurgo</p> <p>Why?</p> <p>Poetry: Walt Whitman</p> <p>Writing to entertain – setting description, character description, narrative</p> | <p>Anderson Shelter:</p> <p>Area and Perimeter</p> <p>Ratio and Proportion and Ration Books</p> | | <p>History WW2 & WW1 – local, British & world history. Use of historical terms & devise historically valid questions. should construct informed responses that involve thoughtful selection and organisation of relevant historical information. Use a range of sources.</p> <p>Writing to entertain – letter from evacuee/trenches</p> <p>Writing to inform – how did WW2 begin</p> <p>Longitude/Latitude/ Equator/ North and South Hemispheres.</p> | <p>Making Anderson Shelter</p> | <p>War Art. Guernica?</p> |

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| | | | | | Tropics of Cancer/Capricorn. Greenwich Meriden and Times Zones Map Work: Allies and Axis – Key Stats. Whole Year Group Locate World’s countries and major cities (focus on EU and Russia) Representation. | | |
| <p>Spring Term</p> <p>Key Question: Has Science improved our World?</p> <p>How have influential religious people positively influenced the world?</p> <p>Individual Liberty Tolerance and Respect of different faiths</p> <p>PSCHE: Going for Goals Being different Individual Liberty Tolerance and Respect of others</p> | <p>Visitor or visit Warwick Unit to explore why a scientist is. Visit secondary school to use the lab to explore importance of science.</p> <p>Inspire to aspire</p> <p>Can you design a product where Science enhances the world?</p> | <p>Uglies Until I met Dudley. Hope on a Rope Just so Stories The rainbow serpent Poetry - Kenning</p> | | Use programs to control – trip to Jaguar Centre | | <p>Computer aided designs to make prototypes.</p> <p>Programming a car to make a garage door to work.</p> | Science in the environment Light |
| <p>Summer term</p> <p>Key Question: What does success look like?</p> <p>Worship and Community</p> <p>PSCHE: Faith and beauty.</p> | <p>Bank visitor? Junior Apprentice Coombe Abbey -Orienteering -Shelter Building Magistrates visits: Rule of Law</p> <p>What would happen if you were head of Sainsbury’s?</p> | <p>Kensuke’s Kingdom – discreet literacy unit taught throughout summer term.</p> <p>Individual Liberty Tolerance and Respect of others Rule of Law Democracy</p> | <p>Profit and loss Graph skills Budgeting Money skills</p> <p>Rule of Law: What are the ethics and morals of making money?</p> | | <p>Famous entrepreneurs throughout history? Fair Trade: Track a Cadbury bar through the world. Rule of Law: What are the ethics and morals of making money?</p> | <p>Creating a business Business roles Designing a product Prototypes Marketing a brand Planning and producing a product for a fun day Raising money for a charity</p> | <p>Designing a product to make a profit at a fun day. Rule of Law: To make a choice of which community to support and improve.</p> |

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| Moving Up | | | | | | | |
| Individual Liberty Tolerance and Respect of others Rule of Law | | | | | | | |