**Curriculum Overview**
**2020/2021**

| Year 6 – How did the War impact Manchester and Oldham? | |
|---|---|
| History | • To know that there have been two World Wars, know the dates of World War 1 (1914-1918) and World War 2 (1939-1945) and explain why they are called 'world wars' (because they involved a large number of nations from across the globe who were linked through a variety of political alliances).<br>• To use independent research to create a timeline of key events from World War 1.<br>• To have a secure knowledge on the impact of war in our local environment.<br>• Rank a variety of sources relating to life in the trenches in order of reliability and explain their choices using appropriate historical vocabulary e.g. perspective, bias primary source, secondary source.<br>• To identify key technological advances made as a result of the World Wars – tanks, aeroplanes, radar, medicinal advances including plastic surgery. British Aerospace<br>• To explain how the world wars changed life for women in Oldham and Manchester. decide whether this was a positive or negative change overall, drawing on a variety of sources to support their answer.<br>• To know who Winston Churchill was and describe some of his major achievements. Look at his time as an Oldham MP.<br>• Construct a response to the statement 'Winston Churchill was vital to Britain's victory over the Nazis', drawing on a range of sources to support their argument. |
| Science | • To analyse a number of different fossils and identify similarities with modern animals that may have evolved from them.<br>• To understand that fossils formed over millions of years, and that coal, oil and natural gas are all created by the fossilisation process.<br>• To recognise that the fossil record is not complete, and that there are gaps in our knowledge of the evolution of species because of this.<br>• To compare fossils of different species of horse over time and use these to suggest ways in which the species has evolved e.g. *the horse has become taller and larger over the years; early horses had 3 toes and now only have one.*<br>• To understand and use the terms *evolution* and *natural selection*.<br>• To explain some of the key points that Charles Darwin used to formulate his theory of natural selection.<br>• To identify similarities between related people and animals and explain that these are due to the inheritance of genes from ancestors.<br>• To explain that offspring are not identical to their parents or siblings because they inherit a different mix of genes from each parent.<br>• To understand the term adaptation and to research the ways in which different animals are adapted to live in their environment.<br>• To describe why these adaptations are beneficial to the animal's survival. |

| | |
|---|---|
| | • To decide whether proposed adaptations to species would be advantageous, and thus may lead to further evolution of the species, or harmful, and therefore be bred out. |

| Year 6 – Let There Be Light | |
|---|---|
| Science | • To name a variety of common light sources e.g. torch, lightbulb, fire, sun.<br>• To recognise that light travels in straight lines.<br>• To plan and carry out tests to prove that light travels in straight lines.<br>• To use labelled diagrams and clear explanations using scientific vocabulary to explain their findings.<br>• To explain that objects are seen because they reflect light from a light source into our eyes, and use this to explain why we can see the moon at night.<br>• To plan and carry out an enquiry to investigate how changing the distance of an object from a light source affects the size of its shadow.<br>• To present their findings as a formal report, including tabulated results and graphs.<br>• To use their results to explain why the size of the shadow changes e.g. *the shadow gets larger as the object gets closer to the light source because the object is blocking more of the light.*<br>• Construct models or draw complex diagrams showing the path that light would take in a series of plane mirrors found in a periscope to see over walls, around corners or behind yourself. |

**Curriculum Overview**
**2020/2021**

| Year 6 – Spy School | |
|---|---|
| Geography | • Explain what lines of latitude and longitude are and why they are important.<br>• Identify countries and cities around the world using lines of latitude and longitude.<br>• Identify and describe the significance of the Prime/Greenwich Meridian and time zones.<br>• Calculate the time in various countries throughout the world using a time zone map.<br>• Describe how some mountains are formed.<br>• Identify on a map and describe some of the key mountain ranges of the world, including their tallest peaks: Andes, Alps, Himalayas, Grampians and Rocky Mountains. |
| Science | • To work systematically to investigate the results of increasing the total voltage of the cells used in a circuit on the brightness of lamps or the loudness of buzzers.<br>• To use scientific equipment to accurately record the results of their investigations e.g. light or sound metres.<br>• To report their findings accurately as a formal scientific report, including tabulated results and graphs.<br>• To repeat their investigation and compare both sets of results, commenting on the reliability of their results.<br>• To design a circuit to fulfil a specific task by changing the position of components in the circuit and noting how this effects the brightness of lamps or the loudness of buzzers.<br>• To draw accurate diagrams of their circuits, using standard symbols and straight lines for wires, and including a key. |

**Curriculum Overview**
**2020/2021**

| Year 6 – Take a Trip Down Memory Lane | |
|---|---|
| History | • To compare historic and modern maps of Oldham, noting similarities and differences between the two and giving explanations for these.<br>• Use a series of historical maps from the past 200 years to suggest trends in changes in Oldham over years e.g. industrial buildings increased from …. to … due to a rapid increase the number of cotton mills across the whole of Greater Manchester.<br>• Use independent research to identify major changes in Oldham over the past 200 years, using evidence to support their choices.<br>• Use the eight points of the compass and four and six-figure grid references to describe the position of key features on an OS map of Oldham.<br>• Decide on the best position for the location of places (e.g. a new bypass; a new shopping complex). |

**Curriculum Overview**
**2020/2021**

| Year 6 – You Can Do It | |
|---|---|
| Science | • To list the main parts of the circulatory system, including heart, vein, artery, arteriole, capillary.<br>• To accurately label a diagram of the circulatory system, annotating the heart as a double pump with arteries running away from the heart, capillaries linking arteries to veins (in organs) and veins running towards the heart.<br>• To identify the materials carried by the blood using correct vocabulary: nutrients, oxygen and carbon dioxide, water, waste and urea.<br>• To know that soluble nutrients and water from ingested and digested food are transported from the digestive system to all cells, tissues and organs through the circulatory system, including sugars from carbohydrates; lipids from fats and amino acids from proteins.<br>• To confidently describe a balanced diet, using the food groups, and describe the outcomes of having too much or too little of one food group e.g. type 2 diabetes, heart disease, vitamin deficiencies.<br>• Use independent research to name and describe the effects of common drugs on the body: caffeine, alcohol and nicotine.<br>• To describe how best to maintain a healthy lifestyle, including regular exercise, and justify their choices using scientific evidence.<br>• To write various multi-step identification keys to classify a range of plants and animals, using their own criteria.<br>• To explain their own methodologies of classification of animals or plants using more than one factor. |

**Curriculum Overview**
**2020/2021**

| Year 6 – Transition | |
|---|---|
| This topic will have an SMSC focus on preparing children for the transition to secondary school. | • Changes during puberty/adolescence.<br>• Life-skills, including resilience in the face of change.<br>• Preparing transition materials for Year 5 to Year 6 (e.g. letters of advice). |