St Benedict's Catholic Academy
Curriculum Information
Year 6
Summer Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	**Different types of texts** **How to organise writing** **Using a range of sentences** **A range of higher level punctuation to ensure sentences are effective and used for purpose. These include colons, semi-colons, brackets, dashes and hyphens.** **Determiners, prepositions, conjunctions, adverbials, parenthesis and commas for clarity.** **Tense types** **Dialogue** **Formal/informal tone**	• Select appropriate grammar and vocabulary when writing • Use paragraphs appropriately depending on the style of the text • Write for different purposes and audiences • Use simple, compound and complex sentences to ensure writing is effective • Using commas in a variety of ways • Use higher level punctuation to add detail • Use knowledge of morphology and etymology in spelling • Use a dictionary/spellchecker to check spellings when unsure • Proofread/edit and re-draft work • Participate in discussions about books providing reasoned justifications for their views • Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet • Use a text to make predictions and inferences based on what has been read	• Work collaboratively to create pieces of drama • Mutual respect when listening to other people's pieces of writing and their views on different texts	• Identifying spelling patterns • Compose their own pieces • Organise writing using appropriate features • Inference and deduction. • Proofreading, editing and re-drafting work to check for sense and enhance meaning.

	Spellings patterns **Reading for a range of purposes**	• Ask questions to improve their understanding. • Answer questions to improve their understanding. • Use evidence to justify their views and opinions. • Identify and discuss themes and conventions across a wide range of writing • Discuss and evaluate author's use of language considering the impact on the reader		
MATHS	**Perimeter** **Area** **Volume** **Ratio** **Statistics** **Properties of shape**	• Calculate the perimeter and area of 2D shapes including missing lengths. • Calculate the volume by counting cubes and using formula. • Find the ratio • Interpret graphs • Know the number of vertices, faces and edges of 3D shapes.	• Children work collaboratively • Gain the confidence to cope with setbacks and learn from their mistakes	• Mental calculation strategies • Quick recall of key facts • Use the formal methods for calculations • Solve number problems • Reasoning
RE	**Easter** **Prayers in the lives of the followers of Christ**	• Know the story of Doubting Thomas • Know that Baptisms and funerals are linked in a special way • Know and discuss traditional Church prayers. • Identify images of God.	• Reflect on own lives and how children can be more like Jesus • Developing an awareness of a sense of God and the way God acts in our lives	• Group work • Discussion • Thinking skills • Empathetic writing • Critical thinking • Interpreting symbolism • Sequencing skills
PE	**Cricket** **Rounders** **Tennis**	• Run, jump and catch in isolation and combination • Know the basic principles of defending and attacking during team games • Know the main rules for competitive team games	• Co-operation, teamwork, competition, rules, self-discipline and fair play. • Individual activities that provide the opportunity for self-reflection, awareness and challenge.	• Pass the ball accurately to another player • Catch the ball accurately • Tactical awareness

		• Play competitive games showing an understanding of tactics • Know the effect exercise has on the body		
ICT	**E-safety** **Scratch**	• Recognise how to keep safe online • Use the correct software to use coding.	• Listen and respond appropriately to the views of others, when working as part of a team.	• Researching and note taking • Discuss and reflect critically • Working as part of a group
MFL	**French**	• Recognise the correct vocabulary through images, reading, speaking and listening. • Clothing • Body parts • Family	• Get a sense of fascination about linking their own language to another language and exploring the new words and phrases. • Get excited about learning a new language. • Recognise the importance of learning a MFL from another country to enable them to respect how difficult it is when people visit Britain and try to speak a new language. • Learn to take the risk of making mistakes and appreciating that other pupils are attempting to speak another language. • In learning a MFL from another culture pupils begin to appreciate the similarities and differences between France and Britain.	• Speaking and listening • Exploring patterns • Presenting

Year 6 Knowledge Organiser

The Importance of Trade

Geography

Knowledge

To know what 'trading' is.
To know the difference between imports and exports.
To name some countries the UK export goods to.
To name some countries the UK imports goods from.
To know what 'fair trade' is and why it is important.
To name some goods exported by El Salvador to the UK.
To know that all products have a supply chain.
To know what 'globalisation' means.

Skills

To describe how trade takes place today.
To investigate where the products we buy come from.
To locate countries and major cities around the world using atlases and digital mapping.
To explore how the physical and human features of a country affects what it is able to produce.
To describe how goods can be the product of more than one country.
To list goods imported and exported from the UK.
To investigate the highest value exports of different countries.
To describe an example of a global supply chain.
To investigate some of the positive and negative effects of multinational companies on local trade.
To research Fairtrade.
To list some foods that are fairly traded.
To describe the climate and landscape of El Salvador.
To list some issues facing people living in El Salvador.

History

Knowledge

To know and use appropriate historical vocabulary.
To know how events in the past influence our lives today.
To know how Early civilisations traded goods.
To know how people in Tudor times traded goods.
To know how the Victorians traded goods.

Skills

To understand our knowledge of the past is constructed from a range of sources.
To generate questions to find about events in the past.
To carry out research by selecting suitable sources.
To present information clearly and in a range of forms.
To research how trade developed throughout different periods of history (including Early Civilisations, Tudor times and in the Victorian era).
To place events on a timeline.
To give reasons for changes over time.
To identify similarities and differences between trading today and in different periods of history.

Art

Knowledge

To know the origins of the Fairtrade logo.
To know what 'collage' is and how it is created.
To know how to use a variety of materials to print.
To name a range of different fabrics and express opinions on them.
To know and use the language of art, craft and design.

Skills

To analyse the Fairtrade logo and research its design.
To design a new Fairtrade logo.
To explore and evaluate Fairtrade artwork including the textile collage 'Buying Fairtrade Baskets' by Jeanine Malaney.
To use a range of media including textiles to create a collage on the theme of Fairtrade.
To use a range of printmaking techniques to experiment with different effects and textures.
To choose fabrics based on colour, texture and shape.
To question and make thoughtful observations about starting points and select ideas for use in my work, recording and annotating in my sketchbook.
To think critically about my art and design work.

Technology

Knowledge

To know and about food hygiene, nutrition, healthy eating and a varied diet.
To know how to use utensils and equipment including heat sources to prepare and cook food.
To know about seasonality in relation to food
To know how key chefs have influenced eating habits to promote varied and healthy diets.

Skills

To design, make and evaluate a savoury biscuit or muffin using Fair Trade products.
To use annotated sketches to communicate design ideas.
To write a step-by-step recipe, including a list of ingredients, equipment and utensils.
To select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.
To make, decorate and present the food product appropriately for the intended user and purpose.
To carry out sensory evaluations of a range of relevant products and ingredients.
To evaluate my final product with reference back to the design brief taking into account the views of others when identifying improvements.

Year 6 Summer Olympics

This half term I will learn the following skills and knowledge:

Geography

Knowledge

To know the location of 5 previous host countries for the Olympics.
To know key human and physical geography of an area of the UK (London)
and compare and contrast with an area abroad (Paris)
To explore the impact of weather and climate on tourism in Paris.
To know how to use maps to plan a journey
To understand different cultures in relation to travel and tourism.
To know how tourism can impact the local economy.
To know what sustainable tourism is and how it can benefit both the environment and local communities.

Skills

To use an atlas to locate previous host countries.
To use longitude and latitude to locate host countries around the world.
To use different types of maps to identify important features such as rivers, mountains and key landmarks.
To explore how different cultures can be a barrier to travel.
To investigate how tourism can have positive and negative impacts on the local economy.
To describe the similarities and differences between two host countries.
To describe some of the advantages and disadvantages of tourism

History

Knowledge

To know the meaning and history of the Olympics.
To know the historical background of the Olympic Torch.
To compare and contrast changes over time
To know key facts about Olympic Winners throughout history.
To know the history of the Paralympics

Skills

To place historical host countries on a timeline.
To devise, ask and answer more complex questions about the past.
To research and select suitable sources of evidence, to justify evidence on the past.
To understand that no single source of evidence gives the full answer to questions about the past.
To understand that the past is represented and interpreted in different ways and give reasons for this.
To use original ways to present information and ideas.
To research and present information in different ways on the Olympics.

Art

Knowledge

To know the names of Olympian Artists
To know the importance of using sketchbooks to develop observational drawing skills.
To know how to use colour, line and tone effectively in sketching.
To know how textile art could be incorporated into the Olympics.

Skills

To make observations as a starting point to evaluate the work of others.
To explore different techniques in sketching such as shading
To show understanding of the use of colour, line and tone for effect and capture the atmosphere and mood of different Olympic sporting events.
To create a textile item relating to the Olympics considering what materials, colours and design elements to incorporate.
To work on a sustained piece of work and review and refine to improve.

Technology

Knowledge

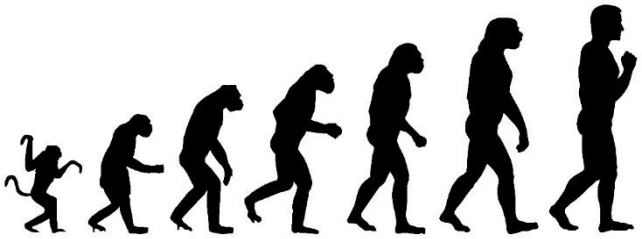
To know the intended purpose for the product.
To know what sustainable resources are and use them for the product.
To know how CAD can assist with designing a product.
To know the importance of step-by-step instructions to make a product.
To know how to measure and cut accurately to form, shape and design.

Skills

To generate innovative ideas through research.
To develop, model and communicate ideas through talking, drawing, templates, mock-ups and prototypes including using computer-aided design.
To design purposeful, functional, appealing products for the intended use that are sustainable on a simple design specification.
To produce detailed lists of equipment and recycled materials relevant to the task.
To formulate step-by-step plans and allocate tasks within a team.
To select from and use a range of tools and equipment including CAD, to make a product that is accurately assembled and well finished.
To evaluate the finished product and consider the views of others to improve the design.

Year 6 Knowledge Organiser

Evolution & Inheritance



Science	
Knowledge	**Skills**
To know that living things have changed over time. To know that living things produce offspring of the same kind but they vary and are not identical to their parents. To know what 'variation' means and what causes it. To know what 'genes' and 'DNA' are. To know the scientific meaning of 'inheritance' and adaptation.' To know that animals and plants are adapted to suit their environment in different ways. To know that adaptations are mutations. To know what 'evolution' means. To name some of the key people who developed theories about evolution. To know and compare the key ideas of the theory of evolution. To know that fossils provide information about living things from the past. To establish the role of human intervention in the process of evolution.	To explain the scientific concept of inheritance. To identify inherited characteristics passed on from parent to offspring. To identify adaptive traits. To consider scientific evidence and how it informs a discovery/theory. To examine and identify evidence for evolution from fossil records. To explain how a living thing has evolved over time. To explain how adaptations can result in both advantages and disadvantages.

Year 6 Knowledge Organiser

Scientists and Inventors

Science	
Knowledge	**Skills**
To know who Stephen Hawking is and key facts about his life and work. To know about Stephen Hawking's theory about black holes. To know who Libbie Hyman is and key facts about her life and work. To know the evidence scientists used to prove the structure of DNA. To know what a DNA molecule looks like. To know about Alexander Fleming's discovery of penicillin, what it is and why it is used. To know about Mary Leakey and the importance of her fossil findings in the Olduvai Gorge. To know who Steve Jobs is and key facts about his life and work. To know about modern discoveries in science.	To report and explain findings from an enquiry into black holes. To consider evidence through time that has been used to support or refute ideas or arguments. To classify invertebrates using Libbie Hyman's work. To describe the race to discover the structure of DNA. To record and interpret data on the effects of penicillin using a scattergraph. To describe the fossils found by Mary Leakey. To recognise that fossils provide information about how living things have changed over time. To explain how Steve Jobs used electronics to design computers. To use recognised symbols when representing a simple circuit in a diagram. To discuss how the attitudes of people at different times may have presented obstacles to scientists and inventors.