



YEAR 6

CURRICULUM LEAFLET

EXPLORE—SPRING 1

POPULATION



READING

Children will begin to read *'The Explorer by Katherine Rundell'*. We will be combining strategies using evidence from the text to support our understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read. We will also begin to learn a range of strategies for our statutory End of Key Stage Assessments (SATs).



WRITING

Using *The Unforgotten Coat* by Frank Cottrell Boyce, we will explore the issue of refugees and the reasons why people have to flee countries and seek asylum. We will write extended narratives in the style of a journal, recorded as a series of diary entries. We will also write explanation texts about a science experiment, mirroring the text, as well as non-chronological reports, following research about Mongolia. We will also explore *The Promise* by Nicola Davies in order to create a sequel using a synonym of 'promise'. Pupils will write their own narratives about nature.



MATHS

Review Prior Learning:

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language
- To describe positions and movements on a 2-D grid as coordinates in the first quadrant
- To describe position, direction and movement, including whole, half, quarter and three-quarter turns

New Learning:

- Co-ordinates and shapes
- Fractions

PSHE/ SATs

PSHE: Family and relationships

Learning to resolve conflict, through negotiation and compromise. Exploring respect, understanding that everyone deserves to be respected. Learning about the process of grief and the associated emotions relating to grief.

SATs Booster

In preparation for the SATs, pupils will receive various boosters and interventions, such as:

- Maths Tutoring
- SLT 1:1 Maths tutorials
- Morning Y6 Maths Booster
- Weekly Reading and Grammar Boosters

PE/ SPANISH

Physical Education :

In Year 6, will have two weekly PE lessons.
Teachers: Indoors: Yoga
First Kicks: Outdoors: Cricket



Spanish: European and Spanish speaking countries

Pupils are treated to a summary of the features of the main festivals in Spain and encouraged to recognise questions, matching them to appropriate answers provided, and eventually to describe a festival in the UK if they can.

COMPUTING/ MUSIC

Computing: Creating media: History of computers

In the second part of our Bletchley Park topic, children write, record and edit radio plays set during WWII, look back in time at how computers have evolved from being larger than a room to fitting into the palm of your hand, and design a computer of the future.

Music: Around the World 1

Focus - performance, listening and composition.
As a class we will visit the music of Nigeria (Afrobeat), Ireland (traditional folk) and Bali (Gamelan). For each different style of music students will be introduced to cultural influences

ART/ DT

Art : Photography

Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages.

DT: Textiles - Waistcoats

Using the skills they've developed over the past few years, children will select fabrics, use templates, pin, decorate and stitch to create a waistcoat for a person or purpose of their choosing.





PRIOR KNOWLEDGE

Previously in Year 3:

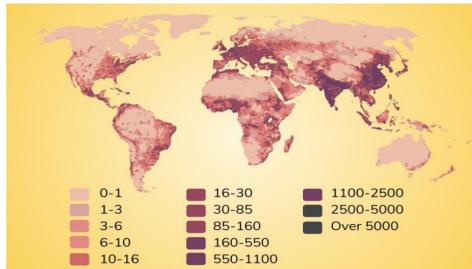
- **Villages, Towns and Cities**—Where are the world’s people?

Previously in Year 4:

- **Migration**—How does migration affect people and places?

Previously in Year 5:

- **Slums**—What is a slum?
- **Energy and Sustainability**—What is sustainability?



Map: Global Population Density (number of people per km2)

Vocabulary

Birth rate	The number births per 1000 people per year.
Death rate	The number of deaths per 1000 people per year.
Infant mortality rate	The number of babies that die before their first birthday, per 1000 live births per year.
Natural increase	When there are more births than deaths, so the population grows.
Natural decrease	When there are more deaths and births, so the population shrinks.
Life expectancy	The average age that a person is expected to live to.
Inequality	A lack of fairness or equality.
Population	The people who live in a particular place.
Migration	The movement of people (or animals) from one place to another.
Population density	The number of people living in one square kilometre.
Population distribution	How people are spread out.
Rural area	An area of countryside or a village.
Urban area	An area of town or city.
Sparsely populated	Very few people live in the area. For example: rural areas such as the Scottish Highlands.
Densely populated	Many people live in the area. For example: cities such as Manila in the Philippines and Milan in Italy.

NEW GEOGRAPHY KNOWLEDGE

Lesson Question	You will learn
Where are all the people?	<ul style="list-style-type: none"> • How many people live on the planet • Where people are distributed globally • What the population density of the UK is
Why does population change?	<ul style="list-style-type: none"> • Why populations grow • Reasons why death rates and birth rates change • How the UK’s population has changed
What is a population pyramid?	<ul style="list-style-type: none"> • What a population pyramid is • Why population pyramids are useful • How to create a population pyramid
What challenges can a growing population present?	<ul style="list-style-type: none"> • Why a rapidly growing population creates challenges • Why slums develop in rapidly growing cities • How pollution can become a serious problem
What challenges can an ageing population present?	<ul style="list-style-type: none"> • What an ageing population is • How an ageing population develops • The challenges that an ageing population presents
How do we feed the planet?	<ul style="list-style-type: none"> • There is global inequality in food security • Why food insecurity exists • How food insecurity can be solved

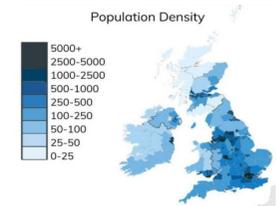
FUTURE KNOWLEDGE

Later in Year 4:

- **Local Fieldwork**—How do geographers collect data?
- **Globalisation**—How has globalisation changed the way we communicate? Where will globalisation lead us?

NEW GEOGRAPHY SKILLS

- To use a map to navigate
- To compare and interpret scale on a map
- To identify population density on a map
- To compare population pyramids





PRIOR KNOWLEDGE

Previously in Year 4:

- **Phases of Matter**—Recognise the properties of the particles in the three states of matter and the effect of heat on particles

Previously in Year 5:

- **Physical and chemical changes**— what happens to particles when heating or cooling
- **Separating Mixtures**— know how to separate mixtures through boiling

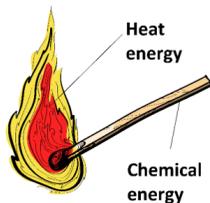
Previously in Year 6:

- **Chemical Reactions**—What happens to particles during burning?

FUTURE KNOWLEDGE

Later in Year 6:

- **Energy**—What is energy transformation? What is power and how does it apply to electrical appliances?

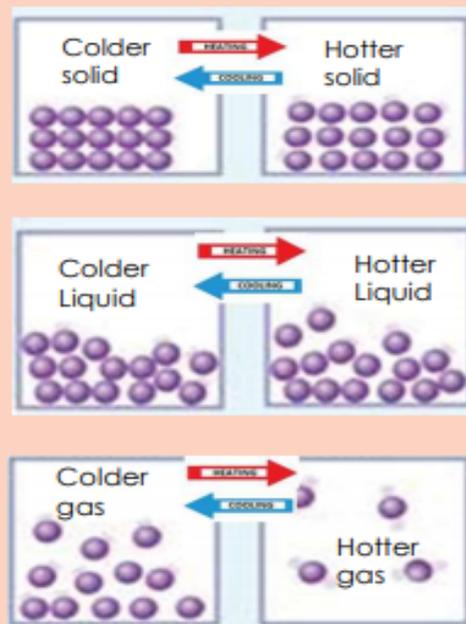


Properties of the particles in the three states of matter

Solid	Liquid	Gas
Particles are very close together In a regular pattern Particles cannot move but can vibrate	Particles are close together In a random arrangement Particles can slide past each other	Particles are far apart from each other In a random arrangement Moving constantly in all directions

Effect of heat on particles

- Heating particles makes them move more.
- In solids, they vibrate more in their fixed position.
- In liquids and gases, they move more quickly.
- As a result, substances expand when they are heated and contract when they are cooled.



NEW SCIENCE KNOWLEDGE

Lesson Question	You will learn
What are energy stores?	<ul style="list-style-type: none"> • Describe what an energy store is • Give the names of different energy stores • Identify the energy stores in a range of objects
What is energy transformation?	<ul style="list-style-type: none"> • Describe what initial and final energy stores are • Identify the initial and final energy stores in a range of scenarios • Describe the energy transformations that take place during a bungee jump
What is efficiency and how can it be calculated?	<ul style="list-style-type: none"> • Describe what useful, wasted and input energy stores are • Describe what efficiency is • Calculate efficiency of a given machine
What is power and how does it apply to electrical appliances?	<ul style="list-style-type: none"> • Define power • Give the equation for power • Compare the power ratings of a range of appliances
How do we relate speed, distance and time?	<ul style="list-style-type: none"> • Describe what we mean by speed • Describe the method for calculating an object's speed • Calculate the speed of a range of objects
How can we calculate kinetic energy?	<ul style="list-style-type: none"> • Describe where kinetic energy may be found • Describe how the kinetic energy of an object can be changed • Calculate the kinetic energy of a number of objects