




Year 6


	Autumn Topic	Spring Topic	Summer Topic
<p>The 'Big Question'</p> 	<p>Are wars ever necessary or are they always wrong?</p>	<p>Is it brave or foolhardy to explore the polar regions?</p>	<p>Should we judge ancient civilisations by modern values or try to understand them in their own time?</p>
<p>Rationale (Why this/Why now?)</p> 	<p>This is a significant period of Modern British History and coincides with Remembrance Day in November. Children have previously learnt about why Middlesbrough was an important industrial town and we use this to investigate why Middlesbrough became a target during WW2. We also look specifically at the home front in Middlesbrough using historical sources from the period and investigate their credibility and reliability – building on skills learnt in Y3, 4 and 5.</p> <p>Children have a studied different part of Europe throughout school and now children can see how geography can change over time and how history can shape a country/countries.</p>	<p>Children will have a good understanding of climatic zones and where they are in relation to the equator and tropics. Having studied North and South America in Y5 they will now focus on the coldest parts of the world, compare them to each other and then other parts of the world. This links with adaptation and also the impact of Climate Change that is taught in KS2 Science.</p> <p>They will also learn about significant explorers that have made it to the North and South Pole and the many challenges that they faced as well as the sinking of the Titanic using a variety of maps, images and historical sources to ask and answer historical questions.</p>	<p>This topic allows children to compare the Ancient Maya and Ancient Egyptian civilisations as they are two of the longest periods in World History and were both considered to be very successful. Children will also be able to compare the Ancient Civilisations with what was happening in Britain as they will have studied the Anglo Saxons and Vikings in Year 4. Children are provided with opportunities to ask and answer historical questions and investigate what can be learnt from different sources of evidence and its reliability.</p> <p>Children will also be given opportunities to use and apply the geographical skills they have learnt throughout school to investigate where the Maya lived and why linking to rivers, trade and natural resources.</p>
<p>Career related learning</p> <p>Local area links</p> <p>Personal development</p> <p>Cultural Capital</p>	<p>Trip to London – Parliament Week December 2025</p> <p>Y6 Trip to Robinwood – September 2025</p> <p>Y6 Boys and Girls Football tournament – October 2025</p> <p>Y6 Boys and Girls Tag Rugby festival – October 2025</p>	<p>Careers Day March 2026 – visits from local entrepreneurs and various public and private sector workers</p> <p>Online lesson – WW2 Mr Dilly (History)</p>	<p>Assembly with MP Gillian Bell, Senior Education & Engagement Officer (North East of England)</p> <p>Y6 Roseberry Topping trips – bushcraft, survival skills, personal challenge, team work</p> <p>Y6 Seaton Carew trips – getting a public bus in preparation fro secondary school. Coastal safety, environmental studies</p> <p>Transition dates – exploring new schools</p> <p>David Foster – Additional Transition skill sessions</p> <p>Ian Bland – Poet visit and workshop</p> <p>David Attenbrouhg 100th Birthday – live lesson online May 2026</p> <p>Big Boro Book Bash – July 2026</p>







<p style="text-align: center;">Science</p> 	<p style="text-align: center;">Electricity</p> <p>Recap electrical circuit symbols and know the names for symbols and components</p> <p>Understand and draw a correct scientific diagram for an electrical circuit</p> <p>Show thinking and plan an investigation</p> <p>Plan a comparative test</p> <p>Create an electrical loop game and understand how it works</p> <p>Understand the importance of the voltaic pile and the impact on the future of electricity</p> <p>Plan a fair test</p>	<p style="text-align: center;">Living Things and their Habitats</p> <p>Create a branching data base</p> <p>Know about vascular and non-vascular plants</p> <p>Sort and classify different animal groups</p> <p>Identify Arthropods using a key</p> <p>Understand classification and why it is used</p> <p>Create a branching database to classify animals</p> <p>Classify micro-organisms using a branching database</p>	<p style="text-align: center;">Animals Including Humans</p> <p>Show understanding of the circulatory system and respiratory system – know and understand key vocabulary</p> <p>Understand that the heart acts as a pump – create a working model</p> <p>Create a model of the blood to help understand the different parts (plasma, white cells, red cells, platelets)</p> <p>Understand how exercise effects our pulse</p> <p>Understand the impact smoking has on our bodies</p> <p>Find out more about how blood and other nutrients are transported around the body</p>	<p style="text-align: center;">Evolution and Inheritance</p> <p>Create a representation of a fossil to find out about how they are made</p> <p>Use observation skills to identify different fossils and discuss what they tell us</p> <p>Find out about similarities and differences passed on through DNA</p> <p>Recognise that when an organism reproduces, it passes on its traits to its offspring and to understand what is meant by heredity.</p> <p>Investigate how different shaped beaks effect diet and how this has contributed to adaptation</p> <p>Find out about how animals adapt to their environment over time</p> <p>Find out about how plants adapt to their environment over time</p>	<p style="text-align: center;">Light</p> <p>Understand that light travels in straight lines and reflects</p> <p>Label the main parts of the eye and explain their functions</p> <p>Understand how light travels in to our eyes</p> <p>Explain that white light is made up of a spectrum of different colours</p> <p>Explore why shadows take the shape of whatever casts them</p>
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<p>Geography</p> 	<p>Countries at War</p> <p>Identify and locate countries involved in WW1 and WW2.</p> <p>Understand why Middlesbrough was significant in WW2</p> <p>Use 6 figure grid referencing.</p> <p>Explore arial footage and physical features that would have identified Middlesbrough.</p>	<p>Frozen Landscapes</p> <p>Know the location of the Polar climatic zones and their characteristics</p> <p>Know the difference between the Artic and the Antarctic.</p> <p>name human and physical features of polar landscapes.</p> <p>Know the difference between the Arctic and Southern Ocean</p> <p>Understand that the climate of polar regions influences the presence of glaciers, icebergs and sea ice</p> <p>To name a natural resource</p> <p>Begin to describe the distribution of natural resources in an area or country</p> <p>Begin to understand the difference between renewable and non-renewable resources and why this could be important</p> <p>Learn about the indigenou populations that live in the Arctic</p> <p>Understand the term tourism</p> <p>Begin to understand the environmental, social and economic impact of tourism on a region or country</p> <p>Understand the term climate change</p> <p>Understand the effect of climate change on the polar regions</p>	<p>Meso America</p> <p>Learn where in the world the Ancient Maya lived</p> <p>find out about the countries that are part of central America</p> <p>Compare the different landscapes in Mesoamerica and understand why the Maya decided to settle where they did</p> <p>Understand that successful settlements need trade and resources</p> <p>Find out about the life of the Modern Maya</p>
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<p style="text-align: center;">History</p> 	<p style="text-align: center;">WW1/WW2</p> <p style="text-align: center;">Understand the term ‘war’</p> <p>Learn about the main events that caused WW1 and how this impacted on WW2</p> <p>Learn how WW1 ended and the consequences</p> <p style="text-align: center;">Compare WW1 and WW2 warfare</p> <p style="text-align: center;">Middlesbrough at war</p> <p>Learn about life on the Homefront in Middlesbrough (Rationing, Evacuation, Blitz)</p> <p>Explore the role of women and how this changed during wartime</p>	<p style="text-align: center;">Arctic explorers</p> <p>Learn about Antarctic exploration and name some of the significant explorers who tried to make it to Antarctica</p> <p>Understand that historical events can be seen differently from different viewpoints</p> <p>Learn about the first explorers to reach the North Pole</p> <p>Understand that sometimes Historical accounts can be biased due to society and culture at the time</p> <p>Explain what happened to the Titanic and suggest who was to blame</p> <p>Use different sources of evidence to research an event</p> <p style="text-align: center;">Explain how an historical event can be significant</p>	<p style="text-align: center;">Ancient Maya</p> <p>Place the Ancient Maya civilisation on a timeline and understand where the Ancient Maya fit in world history</p> <p>Understand what it was like to live in Maya society and compare Maya society to society today.</p> <p>Understand that the Ancient Maya worshipped a number of Gods and Goddesses</p> <p>Draw comparisons between Ancient Maya and Ancient Egyptian beliefs</p> <p style="text-align: center;">Use historical sources</p> <p style="text-align: center;">Evaluate the usefulness of historical sources</p> <p style="text-align: center;">Evaluate the achievements of the Ancient Maya</p> <p style="text-align: center;">Suggest possible reasons why the Mayan empire declined</p> <p>Understand that sometimes historians cannot know for certain what has happened and that sometimes there can be different viewpoints</p> <p>Compare the Ancient Maya and the Ancient Egyptians</p>
<p style="text-align: center;">Art</p> 	<p style="text-align: center;">Make my voice heard</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p>	<p style="text-align: center;">Artist study</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.</p> <p>Combine materials and techniques appropriately to fit with ideas.</p> <p style="text-align: center;">Use sketchbooks to research and present information.</p>	<p style="text-align: center;">Making memories</p> <p style="text-align: center;">Translate ideas into sculptural forms.</p> <p>Manipulate cardboard to create different textures and 3D forms</p> <p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently</p>


 <p>Design and Technology</p>	<p style="text-align: center;">Bread Making</p> <p>Investigate and analyse a range of existing products</p> <p>Learn new techniques to help them with designing and making their own war bread. (kneading, knocking back, proving)</p> <p>Follow a recipe using accurate weighing and measuring, using timings and temperature controls.</p> <p>Use tools correctly, safely and accurately.</p> <p>Select from and use a wider range of ingredients, according to their functional properties</p> <p>Design and make a loaf of bread according to a design criterion</p> <p>Evaluate design and consider how it can be improved</p> <p>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</p>		<p style="text-align: center;">Electrical systems</p> <p>Investigate a range of electrical products that respond to changes in the environment.</p> <p>Know how different types of switch are operated and how they work.</p> <p>Evaluate products on design, manufacture, appearance and use.</p> <p>Research about key events and individuals relevant to the project.</p> <p>Evaluate how much products cost to make and how innovative they are.</p> <p>Consider the impact of products beyond their intended purpose.</p> <p>Pupils will explore how to construct electrical circuits required for the product.</p> <p>Pupils communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</p> <p>Pupils indicate their design ideas in their drawings, including the location of the electrical components and how they work as a system with an input, process and output.</p> <p>Pupils produce detailed step-by-step plans and detailed lists of tools, equipment and materials needed.</p>		<p style="text-align: center;">Structures -Bird Box</p> <p>Investigate a range of frame structures and products – evaluate them on design, manufacture, appearance and use.</p> <p>Research key events and individuals relevant to frame structures</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce.</p> <p>Select suitable tools, equipment, materials and components and explain their choices.</p> <p>Follow procedures for safety. to use a wider range of materials and components; measure, mark out, cut, shape, assemble, join, combine and finish with accuracy.</p> <p>Evaluate ideas and products against their own design criteria and consider the views of others to improve their work</p>	
 <p>Computing</p>	<p style="text-align: center;">Computer Science – Programming (Lego Spike Prime)</p> <p>Name the different components in physical system including sensors</p>	<p style="text-align: center;">Information Technology - Creating Media (Web page design)</p> <p>To recognise that web pages can contain different media types</p>	<p style="text-align: center;">Information Technology- Computing Systems and Networks (Communication)</p> <p>Explain that internet devices have addresses</p>	<p style="text-align: center;">Information technology - Creative Design (3D modelling)</p> <p>To explain that 3D models can be created on a computer and printed using a 3D printer</p>	<p style="text-align: center;">Information Technology- Spreadsheets</p> <p>To identify questions that can be answers using a spreadsheet</p> <p>To explain what an item of data is in a spreadsheet</p>	<p style="text-align: center;">Computer Science – Programming (Variables)</p> <p>I can identify examples of information that is a variable</p> <p>Explain that a variable has a name and a value</p>






	<p>Understand the sensors are inputs and can be used to control an output</p> <p>To use a range of event blocks, repetition and selection in a program</p> <p>To design a robot for a purpose and plan a program to control it</p> <p>Write and debug a program for a specific purpose</p>	<p>To recognise that web pages are written by people and that AI can be used as a tool to create them</p> <p>To recognise that a website is a set of hyperlinked web pages</p> <p>To create a new blank web page</p> <p>To add text, images and embed media in a web page</p> <p>To insert hyperlinks between pages</p> <p>To understand copyright and ownership and the implications of linking content owned by others</p>	<p>and how these are used to access websites</p> <p>Explain that all data transferred over the internet is in packets</p> <p>Send information over the internet in different ways</p> <p>Explain that the internet allows different media to be shared</p> <p>Explain how the internet enables effective collaboration</p> <p>Identify that there are a variety of ways to communicate over the internet</p> <p>Compare different methods of communicating on the internet</p> <p>Decide when I should and should not share information online</p>	<p>To recognise that a 3D environment can be viewed from different perspectives</p> <p>To position 3D shapes relative to another</p> <p>To use digital tools to modify 3D objects</p> <p>To combine objects to create a 3D digital model</p> <p>To show how placeholders can create holes in 3D objects</p> <p>To create a model of a 3D object that can be printed</p>	<p>To explain how the data type determines how a spreadsheet can process the data</p> <p>To understand that there are different software tools to work with data</p> <p>To calculate data using a formula</p> <p>To use suitable ways to present spreadsheet data</p>	<p>Recognise that the value of a variable can be changed</p> <p>Decide where in a program to change a variable</p> <p>Use an event in a program to set a variable</p> <p>Create algorithms for a project</p> <p>Create the artwork for a project</p> <p>Identify ways that my game could be improved</p>
<p>PE</p>	<p>Rugby</p> <p>Rugby is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to</p>	<p>Badminton</p> <p>In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the</p>	<p>Gymnastics</p> <p>In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a</p>	<p>Handball</p> <p>Handball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use</p>	<p>Cricket</p> <p>In this unit pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. Pupils will develop</p>	<p>Athletics</p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to</p>



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	<p>think about how they use skills, strategies and tactics to outwit the opposition.</p>	<p>opposition. In badminton, they do this by placing an object away from an opponent to make it difficult for them to return. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances.</p> <p>Golf</p> <p>Pupils will explore and develop their accuracy of aiming at a target. Pupils will develop their understanding of techniques to use over long and short distances. Opportunities to apply their skills and knowledge in a range of challenges working individually and with others in both co-operative and competitive environments.</p>	<p>skills, strategies and tactics to outwit the opposition. In handball pupils do this by maintaining possession and moving the ball towards goal to score.</p>	<p>their understanding and skills of striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.</p>	<p>achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, short distance running, triple jump, discus and shot put.</p>
<p>PSHE</p> 	<p>Families and Relationships</p> <p>Explore choices related to navigating feelings about money, keeping money safe, managing finances in secondary school, understanding the risks of gambling, considering careers in various workplaces, and</p>	<p>Citizenship</p> <p>Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy</p>	<p>Economic Wellbeing</p> <p>Explore choices related to navigating feelings about money, keeping money safe, managing finances in secondary school, understanding the risks of gambling, considering careers in various workplaces, and</p>	<p>Health and Wellbeing</p> <p>Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals</p>	<p>Safety and the Changing Body</p> <p>Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to</p>	

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	identifying the paths to pursue different careers..			identifying the paths to pursue different careers.		someone who is choking or unresponsive.						
<p>RE</p> 	<p>Why does religion look different around the world? (Part 1)</p> <p>Christianity</p> <p>Islam</p> <p>Judaism</p>		<p>Why does religion look different around the world? (Part 2)</p> <p>Hindu Dharma</p> <p>Sikhi</p>		<p>Why is it better to be there in person?</p> <p>Islam</p> <p>Judaism</p> <p>Humanism</p> <p>Christianity</p>		<p>Why is there suffering? (Part 1)</p> <p>Judaism</p> <p>Christianity</p>		<p>Why is there suffering? (Part 2)</p> <p>Hindu Dharma</p> <p>Humanism</p>		<p>What place does religion have in our world today?</p> <p>Christianity</p> <p>Islam</p> <p>Hindu Dharma</p> <p>Judaism</p> <p>Sikhi</p> <p>Humanism</p>	
<p>Music</p> 	<p>Performing: Reading Notation – Rhythm</p> <p>Reading Notation 4: Rhythm Ensemble</p>		<p>Performing: Reading Notation – Pitch Developing Sight</p> <p>Developing Sight Reading Skills 2:</p> <p>Note Names and Durations (Glockenspiel)</p>		<p>Performing: Instrumental Performance</p> <p>Pop Music 2:</p> <p>Chords and Bass Lines (Glockenspiel OR Ukulele)</p>		<p>Composing and Improvising</p> <p>Composition Project 1:</p> <p>Improvisation, Composition and Notation</p>		<p>Creating and Performing</p> <p>Composition Project 2:</p> <p>Notation, Expression and Performance</p>		<p>Musicianship: Singing and Listening</p> <p>Singing with Style</p>	
<p>MFL</p> 	Phonics	Presenting myself	My family	Do you have a pet?		Clothes	At school	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>				

LONG TERM PLANNING | CURRICULUM OVERVIEW

Breckon Hill Primary School – Making the Most of Everyday.

Year 6



	<p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p>
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