



Chilton Academy

Year 6 Curriculum Learning Enquiry and Skills Overview

	Science	History	Geography	Art	DT	Computing	RE / SMSC	Music / MFL	PE	PSHE / RSE
Autumn	Light <i>If you were in the trenches – how would you see what was above you?</i> Explanation	World At War How did WW2 shape modern day Britain?	Map work – Where did WW2 happen and why?	What was considered art during WW2? (Propaganda posters) Drawing	Rations – how could a British citizen during WW2 use their rations to stay healthy?	Presenting learning – Excel How can you present numerical information / data formally?	What can we learn about religious diversity in our region? <i>Why do people use ritual in their lives?</i> What do the gospels tell us about birth of Jesus?	Music Express unit: <i>Journeys</i> - War songs Christmas Concert & performances MFL – The Future, Jobs	Grid Rugby, Acrobatic Gymnastics, What a racket,	
Spring	Electricity <i>How does the number of components in a circuit effect the efficiency of it?</i> Prediction / Conclusions	How started the NT? When? Why? What was its impact in the first 25 years?	How does the National Trust play their part in shaping futures?	How can you print a sugar skull? Printing	How can you use an electrical circuit to create a moving vehicle?	What is cyber bullying?	Why should people with a religious faith care about the environment? Why are good Friday and Easter Day the most important days for Christians?	Music Express unit: <i>Growth</i> Easter Concert & performances MFL – The Future, Jobs	Acrobatic Gymnastics, Crystal Star Challenge, Making the Grade, Wide Attack	
Summer	E + H / LT / A+H <i>People are living longer than they have in the past? Why?</i> Practical / FT			Who are our local artists? Sculpture		Weedos – How can you create a modern day robotic vehicle to travel a certain distance in the quickest time?	What do we now know about Christianity? (explore through the concepts)	Music Express unit: <i>Moving on</i> Music through the ages MFL – The Future, Jobs	Cricket, Running Throwing and Jumping Challenge, Rounders	

Topics highlighted in this colour are the main learning focus for the term and should have extended time spent on them.

Numbers identified in red link to a Separate Skills Document and should be the focus of Teaching and Learning.

These subjects (where possible) should be linked within contexts, however subject specific skills should remain the focus for learning.

These subjects stand-alone within the Year Groups' Learning Journey.

