



Year 6 SPRING

Curriculum overview – learning question sequence

Buried Treasure 		
Educational Visits / Visitors/ enrichment	History Local History Study How did conflict change our local area in World War 2? A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 1. Remember: The Battle of Britain and World War Two. 2. Why was East Anglia described as mini America? 3. Where were the airbases in our locality? 4. Why were these airbases important to the war effort? 5. What effect did these airbases have on our local area? 6. How do we remember the brave men and women who defended our country?	Science Animals including humans 1. What is blood made of and why do we need it? 2. Why do our bodies need nutrients and how are they transported? 3. What is our circulatory system? 4. What is our heart like inside? 5. How does it work? 6. Who influenced what we know about our circulatory system? 7. What can we do to keep healthy? Animals including humans - water transportation 1. Remember circulation and digestion: how are these two systems connected? 2. Where are the kidneys and what do they do? 3. How do kidneys keep us healthy?
DT Food and Nutrition Pizza 1. What ingredients are used to make pizza dough, and why is yeast important? 2. What will your pizza look like, and what toppings will you choose to make it healthy and tasty?	Geography How and why have settlements changed? 1. What is a settlement? 2. Why have places changed over time? 3. How does employment determine population change? 4. What do we find in a village?	Art Brave Colour 1. How do colours affect our emotions, and why might artists choose certain colours to create specific experience?

3. What ingredients and equipment will you need to make your pizza? 4. How will you knead the dough, prepare the toppings, and assemble the pizza safely and hygienically? 5. Does your pizza meet your design criteria and taste as you planned? 6. What could you change or improve to make your pizza even better?	5. How has Montacute changed over time?	2. How do installation artists use colour, light, form, and sometimes sound to create immersive environments? 3. How can we use sketchbooks to explore colour—testing ideas, collecting inspiration, and reflecting on our responses? 4. What creative possibilities open up when we imagine “What if...?” and design our own colourful installations or models? 5. How do different materials (paint, coloured filters, paper, light sources) help us experiment with bold and inventive colour combinations? 6. What can we learn from sharing our colourful artworks with others about how colour can connect people and create shared experiences? Exploring Identity 1. How do artists use aspects of their culture, background, and experiences to express their identity through art? 2. What can we learn by studying layered, constructed images, and how do layers help show
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		the complexity of identity? - How can sketchbooks help us explore who we are by allowing us to test ideas, collect references, and reflect on our thinking? - Which lines, shapes, colours, textures, or symbols best represent different aspects of your own identity? - How can we use collage, drawing, or digital tools to build a portrait that communicates more than just what we look like? - What can we learn from comparing our identity-based portraits with those of our classmates, and how do their experiences differ from or relate to our own?
Computing Programming - What is artificial intelligence (AI), and what are its basic functions? - What are some real-life applications of AI that we commonly encounter in our everyday lives? - How does AI understand and process text and image prompts? - How can we generate and refine prompts to achieve the best possible responses from AI? - In what ways does AI generate code, and how	Music World war 11 - What makes a melody successful and memorable? - How does melodic structure work, and how are a melody and counter-melody sung together? - How can a well-structured melody be arranged, notated, and performed? - How can a catchy melody and lyrics be composed and performed for a D-Day song?	PSHE Keeping Safe - How can I keep myself safe online? - How can I keep myself and others safe online? - How can I keep myself safe when sharing images? - How can I protect my emotional needs? - How can I understand safe and unsafe drugs? - What are the laws surrounding drugs? - What are the consequences of drinking alcohol?

can this be beneficial in web design? - How can AI serve as a useful starting point for a project? - What are the key ethical considerations we should keep in mind when discussing AI? - What arguments can we present in a debate about the potential for AI to replace human roles, and how can we structure these arguments effectively?	- How can appropriate chords be selected to accompany a melody? - How can an ensemble refine and perform music with appropriate expression, chordal support, and rhythmic accompaniment? GarageBand - How can a chord sequence be played and recorded using GarageBand? - How are chords constructed and how do they work together in music? - How can a melody be composed and recorded to fit with a chord sequence? - How can rhythmic and harmonic accompaniment be added to a piece of music? - How can Section A be composed for a final piece in a chosen musical style? - How does ternary form help to structure a piece of music?	Rights and Respect - How can we recognise different points of view? - What are the pros and cons of social media? - Why should I have financial awareness? - What happens when we get paid as an adult? - How can I live sustainably? - How do people make a difference? - How do people campaign for their beliefs? - What is democracy and how does it affect how we live? - How can being in a community improve our wellbeing?
RE <i>Curriculum development in progress</i>	PE Gymnastics Football OAA Dodgeball	MFL Habitats - How will I learn the essential things that plants and animals need to survive in French? - How will I learn about 5 key habitats around the world in French - How will I learn to use the verb 'pousser' (to grow) to express which plants grow in different habitats? - How will I learn to use the verb 'habiter' (to live) to express which animals live in different habitats? - How will I use all my new knowledge to prepare a

		presentation for the class?
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