



Mount Pleasant Primary School

Year 6 Curriculum 2026-27

	Autumn 2026	Spring 2027	Summer 2027
School Values	<i>Relationships</i> <i>Happiness</i> <i>Honesty</i>	<i>Respect</i> <i>Pride</i> <i>Positivity</i>	<i>Resilience</i> <i>Compassion</i> <i>Aspirations</i>
	Learning Adventure 1	Learning Adventure 2	
Learning Adventure	Britain at War 	Revolutions 	
History	In history, your child will learn about the main causes of the First World War and which countries were the major players. They will investigate why so many men volunteered to fight and then sequence the events at the start of the war. Using various sources of evidence, the children will learn about life in the trenches and the consequences of new weaponry. They will listen to first-hand accounts of life on the home front and evaluate the impact of war on everyday life. They will also discover the events that led to the Allied Powers’ victory and the consequences of the Treaty of Versailles. The children will also learn about the causes and main events of the Second	Let’s hop on a steam train and travel back in time to the Victorian era! During this learning adventure, we’ll use non-fiction books to research Victorian education and people, including famous inventors, reformers and Queen Victoria herself. Then, we’ll write non-chronological reports and biographies using a range of source materials. We’ll learn about crime and punishment and find out what life was like in a Victorian slum. How things have changed! We’ll discover what happened during the Industrial Revolution and learn about significant inventions. Copying the style of famous Victorian paintings, we’ll experiment with block printing techniques.	

	World War. They will find out how Britain prepared itself for war and the war's impact on civilian life. They will learn about the Battle of Britain and how it proved to be a key turning point for the Allied Powers. They will also hear about Anne Frank and discover what her story tells us about the treatment of Jewish people by the Nazi Party. The children will research the causes and consequences of the end of the Second World War and investigate the legacy of the wars in Britain. Closer to home, the children will research the life of a local First World War hero who sacrificed their life fighting for Britain. They will also investigate the legacy of these global conflicts in the post-war period. A siren sounds and a Spitfire zooms overhead! It's 1939 and Britain is at war. In this project, we'll imagine what it was like to be evacuated and live with a family other than our own. Using different source materials, we'll learn about evacuation and write letters to our families 'back home'. We'll plot the Second World War's events on a timeline and learn about rationing, Pearl Harbour and the Battle of Britain. From a range of maps, we'll identify safe and dangerous places during the war and make persuasive posters to support the war effort. After reading an extract from <i>The Diary of a Young Girl</i> by Anne Frank, we'll write our own diaries. From a range of sources, we'll find out about children and school during the war and learn about discrimination that existed at the time. We'll learn about what it was like during the Blitz and think about how soldiers might have felt. In D&T, we'll learn about Anderson shelters and cook delicious wartime food. We'll compose and perform wartime songs and create a presentation to show what we have learned.	At the end of the ILP, we'll stage an exhibition to showcase the work we have done during the project. The children will finish the project by learning about the Titanic and will find out how this legendary vessel links to our local area! • The unsinkable Titanic. Present a detailed historical narrative about a significant global event. Significant events – Titanic
Geography	In geography, your child will use maps, atlases, globes and digital/computer mapping to locate and confirm which	Essential skills and knowledge - Our Changing World

	countries were the Central Powers, which were the Allied Powers, and which were the neutral countries in WW2. They will make comparisons between Europe in 1914, 1939 and today and consider why maps have changed. The children will examine the impact of war upon the landscape of England and France. Use lines of longitude and latitude or grid references to find the position of different geographical areas and features. (Evacuation locations)	In geography, your child will focus on the features of Earth, time zones and lines of latitude and longitude to pinpoint places on a map. Children find out more about map scales, grid references, contour lines and map symbols. They learn about climate change and the importance of global trade. Children analyse data and carry out fieldwork to find out about local road safety. They study patterns of human settlements and carry out an enquiry to describe local settlement patterns
Science	Light Theory This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction. Investigation How does my shadow change over the day? Evolution and inheritance This project teaches children how living things on Earth have changed over time and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to the evolution of a species. Investigation Why do birds have different beaks?	Electrical Circuits and Components This project teaches children about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices. Investigation Can fruit light a bulb? Circulatory System This project teaches children about the transport role of the human circulatory system, its main parts and primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body. Investigation How does the length of exercise affect our heart rate?
Art & Design	Essential skills and knowledge - Colour and Style This essential skills and knowledge project revisits learning about colour theory, including primary, secondary, tertiary, complementary, analogous, warm and cool colours, hues, tints,	William Morris This project explores the work of the English textile designer, poet and artist William Morris. Children research his work and gather images to form a mood board. They compare and contrast the artists use of perspective and abstraction and explain how

	shades and tones. They learn about the use of colour in four art movements before using this knowledge to create a painting with personal meaning. Distortion and Abstraction This project teaches children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically inspired, abstract painting.	different artworks use elements if these in their own work. Using their mood boards, they design and create tile using the art form of printing.
Design Technology	Make Do and Mend This project teaches children a range of simple sewing stitches, including ways of recycling and repurposing old clothes and materials.	Food for Life This project teaches children about processed food and healthy food choices. They make bread and pasta sauces and learn about the benefits of whole foods. They plan and make meals as part of a healthy daily menu and evaluate their completed products.
Music	You to Me are Everything This listening unit is based on the song <i>You to me are everything</i> by The Real Thing – a British soul group formed in the 1970s. During this unit, pupils will explore the key musical features of this track and develop an understanding of the term ‘cover version’. Musical Learning: • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song.	Composing for Protest English composer Ethel Smyth used music to put across the message of the suffragettes when she wrote their <i>March of the women</i> anthem. In this unit, children will learn how to make their own protest song inspired by Ethel’s anthem and the suffragette movement. Musical Learning: • Create their own song lyrics. • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song.
English	See Year 6 English Overview for more detail on curriculum coverage. YEAR 5 and 6 ENGLISH OVERVIEW.pdf (mount.dudley.sch.uk)	

Writing	See Year 6 Curriculum Map for more detail on writing genres and curriculum coverage. Year 6 Writing Curriculum Map					
Significant Texts	Goodnight Mr Tom – Michelle Magorian			The Wolves of Willoughby Chase – Joan Aiken		
SPOTLIGHT AUTHORS	R.L.Stine		Emma Carroll		Maz Evans	
	JK Rowling		Eoin Colfer		Frank Cottrell Boyce	
Mathematics	See Termly Overview for more detail on mathematics coverage. Mathematics Overview Autumn 2026 <u>Areas of learning:</u> - Place value - Four operations - Fractions - Decimals - Position and direction		See Termly Overview for more detail on mathematics coverage. Mathematics Overview Spring 2027 <u>Areas of learning:</u> - Time - Properties of shape - Statistics - Problem solving and investigations		See Termly Overview for more detail on mathematics coverage.	
Physical Education	Indoor PE		Indoor PE		Indoor PE	
	Fitness	Dance	Gymnastics		Dance	Orienteering
	Outdoor PE		Outdoor PE		Outdoor PE	
	Hockey	Tag Rugby	Netball	Football	Cricket	Athletics
PSHE	Relationships Families and people who care for me: Learn that marriage and civil partnerships are legal commitments between two people. Caring Friendships: How to manage disagreements calmly and understand that violence is never the answer.		Shared Responsibilities Online safety and awareness: How to stay safe online, understand that shared content can spread, and know where to get help if something worries them. Being safe: Children will learn that their body belongs to them, how to stay safe, and how to ask a trusted adult for help.		Health & Wellbeing Physical health and fitness: Identify the risks associated with an inactive lifestyle, including obesity. Healthy eating: Children will learn how healthy food choices support their health and the risks of unhealthy eating and harmful habits.	

	Respectful, kind relationships: How to set healthy boundaries, recognise bullying and know when and how to ask for help. Anti-Bullying Pledge Class Charter Economic wellbeing – Christmas Enterprise Online Safety (ongoing)	Wellbeing online: Learning to enjoy the internet safely, recognise risks in gaming and online spending, and understand how scams and addictive gaming can affect them. Online Safety (ongoing)	Drugs, Alcohol, tobacco and vaping: Children will learn about harmful substances, their risks, and the dangers of nicotine addiction, including vaping and nicotine products. Health protection and prevention: Simple ways to look after themselves, stay healthy and feel their best through good sleep, sun safety, dental care, hygiene, handwashing and vaccinations. Personal safety: How to spot everyday dangers, reduce risks and stay safe around roads, railways, fire and water. Basic first aid: Concepts of basic first aid. Developing bodies: How bodies grow and change through life, including puberty, and how to use correct body-part names while understanding privacy and personal boundaries. General wellbeing: learn that difficult feelings such as loneliness, bullying and grief are part of life, and that it is important to talk to someone they trust and seek support. Online Safety (ongoing) Why is LOTC important?
Religious Education	Christianity • Stories of conflict form the Old Testament	Islam • Akhirah – understanding how believing in Akhirah influences Muslims to do their best and lead good lives. • The five pillars of Islam	Festivals • Ramadan and Eid-al-Fir, why are these festivals important to Muslims? Leaders of Religion

	- Beliefs and Worship - Consider the importance of 'faith' for soldiers during World War II Judaism - Holocaust - Festivals – Hannukah, Shabbat Christmas The Christmas Story focusing on sacred and secular elements.	Christian Festivals Easter – exploring the significance of the sacrifice and resurrection of Jesus.	- Reflect on the impact of Mother Theresa, look at her life and reasons for becoming a Nun. How did her life reflect her religious beliefs? Humanism - Know that Humanism is a non-religious worldview and consider whether atheism, agnosticism, vegetarianism and veganism are worldviews. - Discuss 'The Golden Rule' and that humanists believe that moral decisions should be based on reason and concern for human beings.
Computing	- Networks - Graphing - Blogging	- Micro:bit 3D Modelling	
MFL - French	Compound sentences to form a paragraph/ tenses in the past, present and future._ <u>Unit 7: Le week-end</u> - Ask and talk about regular activities - Say what you don't do - Ask and say what other people do - Talk about what you like/dislike doing <i>Extra: Profile of an English and French young person</i> <u>Unit 8: Les vêtements</u> - Ask and say what clothes you'd like - Give opinions about clothes	Compound sentences to form a paragraph/ tenses in the past, present and future._ <u>Unit 9: Ma journée</u> - Ask and talk about daily routine - Talk about times of daily routine - Ask and talk about breakfast - Talk about details of a typical day <i>Extra: similarities and differences in daily routine in France and Great Britain</i> <u>Unit 10: Les transports</u> - Talk about forms of transport - Say and talk about where you're going and how you get there	Compound sentences to form a paragraph/ tenses in the past, present and future._ <u>Unit 11: Le Sport</u> - Talk about which sports you like - Say what you think of different sports - Give reasons for preferences - Talk about a sporting event <i>Extra: Make a presentation or display on a sport</i> <u>Unit 12: On va faire la fête</u> - Revise forms of transport, places and immediate future plans

	• Say what clothes you wear • Ask and talk about prices (including 60-80) <i>Extra: Present contrast of uniform with what a French young person would wear for school</i>	• Talk about plans for a trip • Buy tickets at the station <i>Extra: Plan a trip to a French speaking country</i>	• Revise descriptions of people and clothes • Revise opinions of food and clothes • Order food in a cafe <i>Extra: set up a French cafe, perform songs and sketches</i>
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