

Heatherlands Primary School KS2 Curriculum Overview 2026-2027 Year 6



Curriculum drivers: The curriculum is underpinned by the school's Curriculum Drivers: **Community**, **Communication** and **Consolidation**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are also woven through the curriculum and developed through 'The Heatherlands Way' values of independence, resilience, motivation, aspiration and respect. The curriculum also consolidates the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the **'Big Ideas'**.

Terms	Autumn Term		Spring Term		Summer Term	
Heatherlands Way Values	RESPECT RESILIENCE		ASPIRATION MOTIVATION		INDEPENDENCE THE HEATHERLANDS WAY	
Topic Names	Fantastic Jurassic (7) Review Geography	Please Sir! (7) Review Art 	Dig for victory (11) Review History Review DT		Voyage of discovery (6) Review Science 	
Hooks	Hook: Quiz Community	Hook: Mantle of the expert – art investigation (black and white image of boy sweep)	HOOK: air raid siren/WC radio announcement		Community Hook: Hide various colour 'worms' outside, chn to hunt for them as a predator	Hook: sharing script/auditions
Outcomes	Outcome: Tourist guide/sales pitch	Outcome: Victorian school day - cheese seftons	Outcome: VE day Community/Consolidation		Outcome: Biome Communication	Outcome: School performance Community/Communication/ Consolidation Leavers assembly
Visitors and Visits			VE day celebration			Careers week Etches Museum Dorchester
Sustainable Development Goals	Sustainable development goals: Goal 13 - Take urgent action to combat climate change and its impacts Goal 14 – Conserve and sustainably use the oceans, seas and marine resources for sustainable development (impact of tourism, pollution, rubbish) Goal 15 -Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss Consolidation/Communication/Community 'Leave only footprints'/ 'Litter free Dorset'/ 'Dorset Devils' – litter picking groups/beach clean (talk in school)	Sustainable development goals: Goal 1 – End poverty in all its forms everywhere (socio economic, schooling, workforce) Goal 5 - Achieve gender equality and empower all women and girls	Sustainable development goals: Goal 16 - Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels		Sustainable development goals: Goal 15 -Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss link to geography and a locality or threatened biome	Sustainable development goals: Being global citizens – what do you know, what do you feel, what can you do? (Head, heart & hands I, we, planet) Community Communication Consolidation
Forest School	Forest Schools Friday Autumn 2		Forest schools Friday Spring 2			Forest Schools Friday Summer 2
Spoken language	Spoken language Communication/Consolidation Use 'academic' vocabulary (i.e. 'Tier 2' words e.g. co-operate, analyse) but the meaning might not be accurate e.g. 'I had to co-operate really hard to get my work done Able to say words of any length with accuracy Secure phonological awareness skills Use inference, reasoning and prediction skills e.g. 'I know you don't mean that because I have seen the other class lining up.'	Spoken language Communication/Consolidation Understand and use different types of questions: open, closed, rhetorical Tell elaborate entertaining stories which are full of detailed descriptions Able to present a point of view by presenting evidence and using persuasive language with academic topics e.g. 'If we all recycled more, we wouldn't need to use as much energy to make new things, so it would be better for the planet.'	Spoken language Communication/Consolidation Understand the key points made by a number of speakers and to compare different points of view Identify clearly when they haven't understood and be specific about what additional information they need e.g. 'So what is the difference between transparent and translucent?' Able to use language to negotiate with others, to explain options available and to predict possible outcomes e.g. 'I will put these maths books away if you will collect the pencils. This will be quicker.' Able to re-phrase what they want to say according to the audience e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc. Able to re-phrase what they want to say according to the audience e.g. in more formal situations use 'discover' for 'find out', 'request' for 'ask for' etc.		Spoken language Communication/Consolidation Use long and complex sentence structures in class and other situations e.g. 'I will come with you only because it means that you will stop hassling me.' Sophisticated use of questions to help conversation flow Able to negotiate an agreement explaining other options and possible outcomes e.g. 'Ok, let's try the carpet first, as most of us think that will cause most friction; but the rubber mat is quite sticky and if we are wrong then the other team will win.'	Spoken language Communication/Consolidation Appreciate sarcasm when it is obvious e.g. 'My best vase, broken. Now that was really clever.' Able to share ideas and information, give and receive advice, offer and take notice of the opinion of others e.g. 'I think the boy was being mean to the girl but you are right when you said that she was being mean to him first' Able to reflect on several people's opinions or suggestions and summarise or suggest a compromise e.g. 'I think we should all go swimming first but make sure you have enough money for the bus fare home.' Produce speech that is consistently clear and easy to understand
English	English, reading– see progression map Handwriting – Teach Handwriting Phonics & spelling – Rapid Phonics/No Nonsense spelling					
Maths	Maths: See Maths planning Y5 Consolidation		Maths: See Maths planning Y5 Consolidation	Maths: See Maths planning Consolidation	Maths: See Maths planning Consolidation	Maths: See Maths planning Consolidation
Science	Science: How fossils are formed (Y3 consolidation) Eminent scientists- Mary Anning Carl Linnaeus	Science: (Birth of) Electricity Y4 Consolidation Renewable energy- Tesla	Science: Animals including Humans - circulatory system, diet & nutrition Y4 Consolidation Light Consolidation Light pollution		Science Living Things and their Habitats – classification Y4 Consolidation Evolution & inheritance – adaptation Y3 Consolidation (rocks and soils) Charles Darwin/ Alfred Wallace	

Computing	Computing: ONLINE SAFETY (2) Networks (4) Consolidation/Communication	Computing: Blogging (4) Consolidation/Communication/ Community	Excel (3) Computing: Consolidation/Communication/ Community	Coding (6) Computing: Consolidation/Communication	Data detectives (4) Computing: Communication/ Community Microbits Communication

History/Geography	Geography: Geology- formation of rocks Latitude & longitude Grid references Study of human land use and settlement / fieldwork	History: Life in Victorian times Rich v Poor	History: Key events of WWII Local history – Beaulieu, Twynam, local airfields, Bovington etc Evacuees Rich v Poor Geography: Locational knowledge of Europe Locational knowledge of Dorset/Dorchester (evacuees) Geography: Local geography/history study (Google maps airfields Ibsley & Holmsley) Community/Consolidation	History: Darwin’s voyage on HMS Beagle Alfred Russel Wallace Geography: Understand climate zones, biomes and vegetation belts	Geography: Geology- formation of rocks Latitude & longitude Grid references Study of human land use and settlement / fieldwork
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Art/DT	Art: Communication Sketching and watercolour skills Perspective, scale, colour & sculpture Artists study: Hamish Mackie – fossil sculptures Consolidation	Art & DT: Communication Artist study – William Morris Printing/Textiles Design & technology: Communication Victorian cheese seftons 4 STEP DESIGN BOOKLET	Art: WW2 propaganda posters Poppy art Design & technology: Communication WW2 experience day Bomb shelter	Art: Communication Arts week Design & technology Microbits 4 STEP DESIGN BOOKLET Communication	
MFL	MFL: Communication/Consolidation Unit 10 – Clothing & Descriptions Key Content: Clothing, Describing what someone is wearing, Colours Grammar Focus: Agreement of adjectives (colour + clothing), Word order: adjective usually follows noun, Using porter: je porte..., Present tense: third person il/elle porte, Using qui to extend sentences		Unit 11 – Town & Directions Key Content: Places in a town, Asking for directions politely, Simple directions, Basic geography of France Grammar Focus: Using polite forms: s’il vous plaît, excusez-moi, Imperatives for directions: tournez, allez, prenez, Prepositions of place: près de, à côté de, en face de, Using il y a...	MFL: Communication/Consolidation Unit 12 – Synoptic Project (Francophone Country / Theme) Key Content: Cross-unit review, Independent use of dictionary/ICT, Project on a French-speaking location, Letter writing / cultural comparisons Grammar Focus: Consolidation of all tenses used so far, Creating extended texts, Using connectors: ensuite, puis, cependant, Choosing correct articles and agreements independently	
Music		Music Musician of the month Listening & appraising Victorian music & composers to the Romantic periods Early music recording/phonographs, musical halls Victorian Christmas songs		Music Musician of the month Listening & appraising Music in WW2 Music in films Show tunes	Music Musician of the month Listening & appraising Show focus
PE	PE:, Creating sequences GYM PE: CASA – Health related exercise Consolidation	PE: Leadership PE: CASA - Game sense invasion Consolidation	PE: Matching & mirroring GYM PE: CASA – Quidditch Consolidation	PE: World War 2 DANCE PE: CASA N- et Wall	PE: - Athletics Consolidation PE: CASA – Badminton Consolidation PE: Rounders - Consolidation PE: CASA – Competitions
Jigsaw	JIGSAW: Communication/Community Being me in my world	JIGSAW: Communication/Community Celebrating Difference	JIGSAW: Communication/Community Dreams and Goals	JIGSAW: Consolidation/Communication/Community Healthy Me Article 27 – the right to food Article 24 – right to clean water	JIGSAW: Communication/Community My Relationships JIGSAW: Communication/Community Changing Me
RE	What is the best way for a Muslim to show commitment to God? Islam	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born? Christianity	Does belief in Akhirah (life after death) help Muslims lead a good life? Islam	Is Christianity still a strong religion over 2000 years after Jesus was on Earth? Christianity	How can Brahman be everywhere and in everything? Sanatana Dharma Do beliefs in Karma, Samsara and Moksha help Sanatanis live good lives? Sanatana Dharma