



**‘Where all children learn and discover together to create a better world’**

## Hillcrest Primary School - Curious-city™ National Curriculum coverage 2019-2020 Yr6

Foundation “states of being” are shown here. States of being are what children learn to become - they are the key focus of the enquiry to ensure full National Curriculum coverage. The lead National Curriculum subject is **highlighted** for each enquiry. NOTE: PE and Modern Foreign Languages will, for the moment be taught discreetly. Although Art and music run throughout our enquiries, we have specialists who teach these subjects discreetly.

	Giving City	Creative City	Wild City	Moving City	My City	Playful City	Future City
Enquiry Questions	How can we all make a difference?	Who were the greater engineers – Victorians or the Ancient Greeks?	Linnaeus and Darwin-How are they connected?	Where does our food really come from?	How are lives saved?	Why are shadows important?	How big is your footprint?
		Why are shadows important?			How do we all live together?		
Year 6 States of Being		Engineer Historian Artist Scientist	Scientist Historian Geographer	Geographer Artist Philosopher	Scientist Historian Engineer Geographer	Scientist Artist	Philosopher Scientist
NC Coverage	NEW ENQUIRY – Coming Soon	<b>Engineer</b> D&T: Design Use research and develop design criteria to inform the design of products Generate, develop, model and communicate their ideas D&T: Make Select from and use a wider range of tools and equipment Select from and use a wider range of materials and components D&T: Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria Understand how key events and individuals in D&T have helped shape the world D&T: Technical knowledge	<b>Scientist</b> Living things and their habitats: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics Evolution and inheritance: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	<b>Geographer</b> Locational knowledge: Locate the world’s countries using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.	<b>Scientist</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans Identifying scientific evidence that has been used to support or refute ideas or arguments Understand who the leading figures in scientific thought are and what they have achieved (locally if possible) <b>Historian</b> Local history study – a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	<b>Scientist</b> Light: Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them	<b>Philosopher</b> Research, discuss and debate topical issues, problems and events Consider why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules Learn about different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other Learn about democracy, and about the basic institutions that support it locally and nationally Recognise the role of voluntary, community and pressure groups Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment Explore how the media present information.

		<p>Apply their understanding of how to strengthen, stiffen &amp; reinforce more complex structures</p> <p><b>Computing</b></p> <p>Understand computer networks including the internet</p> <p>Use search technologies effectively, appreciate how results are selected and ranked</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p><b>Human and Physical Geography:</b></p> <p>Describe and understand key aspects of human geography including land use, economic activity and trade links and the distribution of national resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Artist</b></p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history</p>	<p><b>Geographer</b></p> <p>Geographical skills and fieldwork: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p><b>Engineer</b></p> <p>Computing: Use search technologies effectively</p> <p>Select, use and combine a variety of software</p>	<p><b>Artist</b></p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Learn about great artists, architects and designers in history</p>	<p><b>Scientist</b></p> <p>Skills:</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments</p> <p><b>Electricity:</b></p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>
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