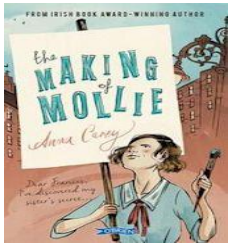
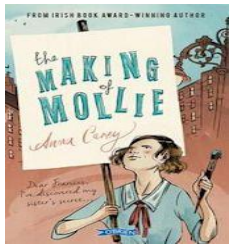
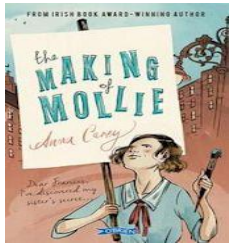
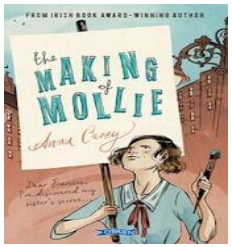
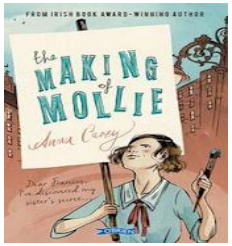
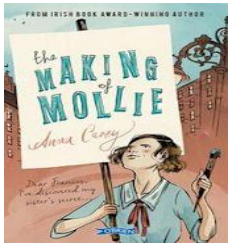
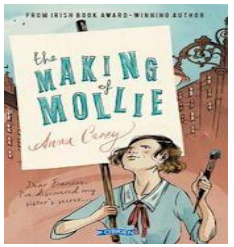
Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Summer 2025
Phase Upper Key Stage 2 Year Group 6

	Week 1 Wk Beg 08.06	Week 2 Wk Beg 15.06	Week 3 Wk Beg 22.06	Week 4 Wk Beg 29.06	Week 5 Wk Beg 06.07	Week 6 Wk Beg 13.07	Week 7 Wk Beg 20.07
Big Question	What can Manchester's Industrial Revolution teach us about sustainability today? Who has paid the price for it's success?						
Connected Concepts	**Cause & Effect Power Significance Influence**	**Cause & Effect Power Significance Influence**	**Cause & Effect Power Significance Influence**	**Cause & Effect Power Significance Influence**	**Cause & Effect Power Significance Influence**	**Cause & Effect Power Significance Influence**	**Cause & Effect Power Significance Influence**
Book Studies	**The Making of Molly by Anna Carey** 	**The Making of Molly by Anna Carey** 	**The Making of Molly by Anna Carey** 	**The Making of Molly by Anna Carey** 	**The Making of Molly by Anna Carey** 	**The Making of Molly by Anna Carey** 	**The Making of Molly by Anna Carey** 
Children steering learning….	What was the Industrial Revolution, and how did it change people's lives? How did factories during the Industrial Revolution affect the environment? What natural resources were used during the Industrial Revolution, and were they sustainable? How did increased production and transport during the Industrial Revolution impact air, water, and land? What problems caused by the Industrial Revolution can still be seen today? How is the way we make products now different from during the Industrial Revolution? What can we learn from the Industrial Revolution to help us live more sustainably today? If people in the Industrial Revolution had known about sustainability, what changes might they have made?						
English Reading -Word reading -Comprehension Writing -Transcription -Composition	**Text focus – The Making of Molly.** Read up to page 45. Practise retrieval, inference and vocabulary. **Text focus – Narrative** **<u>Phase 1</u>**	**Text focus – The Making of Molly.** Read up to page 88. Compare Molly to other protagonist from the year, identifying similarities and differences. **<u>Phase 3 - Composition</u>** Plan, draft, evaluate, revise and edit	**Text focus – The Making of Molly.** Read up to page 136. Describe the characters of Molly and Phyllis, using PEE and PETERS. **<u>Phase 1 Understanding as a reader.</u>**	**Text focus – The Making of Molly.** Read up to page 192. Practise retrieval, inference and vocabulary. Generate their own questions to host group discussions.	**Text focus – The Making of Molly.** Read up to page 224. Children to practise retrieval of key information through questioning and correct or incorrect toolkits.	**Whole Class Text Focus – The Making of Molly** Read to the end of the book. Discuss events, vocabulary and characters actions through whole class discussion.	**Whole Class Text Focus – The Making of Molly** Read to the end of the book. Discuss events, vocabulary and characters actions through whole class discussion.

-Vocabulary, Grammar and Punctuation	**<u>Understanding as a reader.</u>** Use role play techniques to explore the focus text and features. **<u>Phase 2 – Understanding as writer.</u>** Explore key vocabulary and features of narrative Explore a range of examples and compare tone and exemplification of characters and settings	narrative as to how climate change and sustainability are effecting the world we live in and potential future consequences.	Understanding as a reader Respond to inferences from a model text. **<u>Phase 2 – Understanding as writer.</u>** Explore key vocabulary and features of report writing. Explore a range of examples and compare tone.	**Text focus – Persuasive Speech writing** **<u>Phase 3 – Composition</u>** Plan, draft, evaluate, revise and edit persuasive writing as to why the conditions in the cotton mills need to change in support of the 1833 legislation	Identify the meaning of words within context. **Text focus – Debate Writing. Was the Industrial Revolution a positive or negative change for Manchester?** **<u>Phase 1 – Understanding as a reader.</u>** Explore research regarding child working conditions and slave labour in South American for cotton production and retrieve key ideas. **<u>Phase 2 – Understanding as a writer.</u>** Identify oppositional and preposition arguments. Explore key vocabulary. Practise sentence structures and formal tone. Structure arguments into OREO.		**Text focus – Debate Writing. Was the Industrial Revolution a positive or negative change for Manchester?** **<u>Phase 3 – Composition</u>** Generate own arguments and revise and prioritise. Present arguments as a formal class debate.
Tier ii Vocabulary		Gruelling Blistered Drudgery Overseer Whimper Carding Meagre Apprenticeship Indentured	Inhumane Exploited Deprived Hazardous Oppressed Neglected Burdened Entitled Reform		Transformative Innovative Revolutionary Mechanized Inhumane Exploitative Oppressive.		
Mathematics Number	**Statistics.**	**Statistics.** Read and interprets pie charts.	**Properties of Shape.** Explore nets of 3D shapes.	**Theme Based Maths Project.**	**Theme Based Maths Project.**	**Residential.**	

-Number and Place Value **-Addition and Subtraction** **-Multiplication and Division** **-Fraction** **Measurement** **-Geometry Properties of shapes** **-Geometry Position and Direction**	Read and interpret Line graphs. Construct pie charts to represent to represent gathered data. Naming parts of a circle. Calculate diameter and radius of circles.	Construct pie charts.	Construct nets and problem solve. Create and construct pizza boxes in preparation for D&T project.	Calculate ratio and scale up and down using table knowledge. Identify profit and net income. Apply and follow simple formulae.	Calculate Ratio and scale up and down using table knowledge. Identify profit and net income. Apply and follow simple formulae.		
Retrieval work through maths rehearsal sequence	**Multiplying and dividing by 10, 100 and 1000 with links to measures**	**Finding multiples of 10 for percentages of amounts**	**Converting between fractions, decimal and percentages**	**Substituting values in algebraic equations**	**Adding and subtracting with decimals, bridging and exchange with values of 10**	**Adding and subtracting fractions**	**Multiplying and dividing fractions**
Science **-Working Scientifically to observe, connect, respond** **-Biology** **-Chemistry** **-Physics**	**Light.** **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.** To explore how we see and how our eyes process images. ***Assessment Indicator:*** *To know the parts on the eye and create a labelled diagram.*	**Light.** **Recognise that light appears to travel in straight lines.** Carry out a selection of investigation into light to understand that light travels in straight lines and reflect upon their findings, working collaborative and comparing their findings across investigations.	**Light.** **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.** Explore light reflections and refractions, completing diagrams to identify the angle of refractions.	**Light.** **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.** Make predictions and observations to how light travels and behaves when shining light through water and into mirrors.	**Light.** **Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.** ***Assessment Indicator:*** *Understand how the size of shadows changes relative to distance from a light source and conduct investigations in order to make generalisations (See TAPS focuses assessment plan).*	**Residential.**	
Personal, Social, Health and	**PSHEE JIGSAW SOW:** **Changing me.**	**PSHEE JIGSAW SOW** **Changing me.**	**PSHEE JIGSAW SOW** **Changing me.**	**PSHEE JIGSAW SOW** **Changing me.**	**PSHEE JIGSAW SOW** **Changing me.**	**PSHEE JIGSAW SOW** **Changing me.**	**PSHEE JIGSAW SOW** **Changing me.**

Economic Education **-Relationships** **-Health and Well-Being** **-Living in the Wider world** **Relationships and Sex Education (RSE) and Health Education**	**To be aware of my own self-image and how my body image fits into that.** **To know how to develop my own self esteem.** Explore and discuss positive ideas that can help fight away negative thoughts and associations with their self-image – they will rewrite their negative thoughts as positive thoughts. (PC all 9) (BV Individual liberty)	**To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.** **To express how I feel about the changes that will happen to me during puberty.** To sort puberty myths into true and false to aid discussion. Children to generate questions they ask to discuss in safe space for everyone. (PC sex, gender orientation) (BV Mutual respect)	**To explain how sexual intercourse leads to conception and that is how babies are usually made.** **To recognise that sometimes people need IVF in or to assist with conception** Children to look at characteristics of relationships and the reasons behind why people chose to have a baby. Investigate reproduce parts recognising which part from a male and female is required to make a baby. Watch amination explain the process then order each stage. Time for anonymous questions. (PC sex, gender orientation) (BV Mutual respect)	**To describe how a baby develops from conception through the nine months of pregnancy, and how it is born.** **To recognise how I feel when I reflect on the development.** To represent the eight stages of conception to birth and explore the thoughts and feelings at different stages. (PC sex, gender orientation, pregnancy and maternity)	**To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.** **To understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.** Sort, "should I/shouldn't I" scenario cards into headings and reflect within groups. (PC sex, gender orientation, pregnancy and maternity) (BV Mutual respect)	**To be aware of the importance of a positive self-esteem and what I can do to develop it.** **To express how I feel about my self-image and know how to challenge negative 'body-talk'.** ***Assessment Indicator:*** Write a support toolkit for reducing negative body talk within friendships.	**To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.** **To know how to prepare myself emotionally for the changes next year.** Spend time together as a class reflecting on their memories from across school and what they will miss; discuss their anxieties moving forward and what they are exited for. (BV Individual liberty)
Physical Education **-Gymnastics** **-Dance** **-Games** **-Athletics** **-Swimming**	**Get set for PE SOW** Outdoor PE Outdoor Adventurous Activities OAA. To build communication and trust whilst showing an awareness of safety. Outdoor PE Athletics. To develop my own and others sprinting technique. **Demonstrate good control, strength, speed and stamina.**	**Get for PE SOW** Outdoor PE Outdoor Adventurous Activities OAA. To work as a team to solve problems, sharing ideas and collaborating with one another Outdoor PE Athletics. To identify a suitable pace for the event. **Demonstrate good control, strength, speed and stamina.**	**Get set for PE SOW** Outdoor PE Outdoor Adventurous Activities OAA. **To develop tactical planning and problem solving.** Outdoor PE Athletics. To develop power, control and technique for the triple jump **Develop power, control and technique in the triple jump.** **Understand that a run up builds speed**	**Get set for PE SOW** Outdoor PE Outdoor Adventurous Activities OAA. **To work as a team and use critical thinking to determine the best approach.** Outdoor PE Athletics. Develop, power, control and technique when throwing for distance **Develop power, control and technique when throwing discus and shot put.**	**Get set for PE SOW** . Outdoor PE Outdoor Adventurous Activities OAA. **To develop navigational skills and map reading.** Outdoor PE – Athletics Develop throwing with force and accuracy for longer distances **Develop power, control and technique when throwing discus and shot put.**	**Residential.**	Outdoor PE Outdoor Adventurous Activities OAA. **To use a key to identify objects and locations.** Outdoor PE – Athletics **Improve and sustain running techniques at different speeds.** **Demonstrate good control, strength, speed and stamina in a variety of athletic events.**

	Explain how to improve techniques in a variety of events Practise changing pace, sprint techniques to complete the 400m challenge.	**Explain how to improve techniques in a variety of events.** Practise pace setting through skill development tasks across different length races including 100m, 400m and 6-minute run.	**and power and leads to a further jump.** Recap understanding of the triple jump. Break down triple jump into hop, step, and jump repeat before completing a standing triple jump and then introducing a run up.	Practise skills through development games such as roll to me, measuring a throw and fling for accuracy, using Discus as a focus sport.	Break down shot put into small steps, from a one handed push, throwing for accuracy, shuffle step to a whole though throw.		**Explain how to improve techniques in a variety of events.** **Know how to improve health and fitness and comment on the effects of exercise on the body and demonstrate safe practice.** ***Assessment Indicator:*** *To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.*
Computing **-Code** **-Connect** **-Communicate** **-Collect**	The Micro Bit **To create a program to run on a controllable device** Create programme on makemode, download it and "flash" to a microbit	Go with the flow **To explain that selection can control the flow of a program.** Explore program flow and how these affect how a program runs.	Sensing inputs **To update a variable with a user input.** Identity inputs/outputs on a microbit including the accelerometer, compass, microphone, and GPIO pins.	Finding your way **To use a conditional statement to compare a variable to a value.** Use comparison operators in selection to determine the flow of a program. Modify a program, which will enable the micro:bit to be used as a navigational device by adapting a previous code.	Designing and making step counter **To design a project that uses inputs and outputs on a controllable device.** Pick out features of a step counter, then relate those features to the sensors on a micro:bit. Design an algorithm and program flow for a step counter project.	**Residential.**	

Geography **-Locational and Place Knowledge** **-Field Work** **-Using Globes, Maps and Plans**	**Why did Manchester and Stockport become industrial towns?** **Build coherent understanding of Manchester and Stockport's industrial revolution and why these places were chosen.** Pupils investigate the geographical features that helped industry grow, including rivers, canals, coal, transport links and access to raw materials. They use maps to identify why cotton mills were built in the area and create a timeline introducing the Industrial Revolution.				**How did industry affect the environment?** **Explore the impact on climate change and sustainability.** **Pupils investigate pollution, waste, changes to rivers and urban growth during the Industrial Revolution. They compare historical images with modern photographs and consider how industrialisation affected sustainability.**	**What can we learn from the Industrial Revolution about sustainability today?** Gain an Awareness of how industrialisation affected sustainability and continues to influence society today. Pupils compare Victorian industry with modern manufacturing. They consider energy use, pollution, working conditions and environmental responsibility, exploring how sustainability aims to solve problems created during industrialisation.	
History **-Chronology** **-Concepts** **-Interpretation** **-Enquiry** **-Communication**		**How did the Industrial Revolution change Manchester and Stockport?** **Build coherent understanding of Manchester and Stockport's industrial revolution** Pupils explore how towns grew during the Victorian period. Using photographs, maps and population data, they compare Manchester/Stockport before and after industrialisation and identify key changes to	**Were the conditions in the cotton factories as bad as they say?** Build Knowledge of similarities, differences and changes during the Victorian period. Pupils examine primary and secondary sources such as factory rules, testimonies from workers and illustrations. They investigate hours, pay, safety and child labour before making an evidence-based	**What was daily life like for families living in industrial Manchester?** Build an understanding of living and working conditions during the Industrial Revolution.			**Has the industrial revolution had a significant impact on the world we live in today?** **Explore all evidence gathered.** **Pupils review evidence gathered throughout the unit and answer the overarching enquiry question. They present their conclusions through a balanced argument, debate, report or museum-style exhibition, using**

		housing, transport and employment.	judgement about factory conditions.				**historical evidence to support their views.**
Religious Education, Beliefs and Values **-Believing** **-Expressing** **-Living**	LIVING **Green religion? How and why should religious communities do more to care for the Earth?** **What do Muslims think and do about caring for the earth and working to improve the environment?** Explore the beliefs that Allah is the creator of Earth and all its beauty. Retrieve key knowledge about Muslim wisdom from holy texts and Muslim "climate justice activists" to make connections. (BV -Tolerance/Mutual respect)	LIVING **Green religion? How and why should religious communities do more to care for the Earth?** **What do Christians think and do about caring for the earth and working to improve the environment?** P4C. Share a video of Christian beliefs for looking after our world. Working in groups, generate questions for discussion and provide scaffolds like - What *is a green Christian'? Whose responsibility is it* to look after our world? (BV -Tolerance/Mutual respect)	LIVING **Green religion?** **How and why should religious communities do more to care for the Earth?** 2 Part Lesson –What do Hindu people think and do about caring for the earth and working to improve the environment? **P4C Session** **Share the question – why do religions feel it is important to care for our environment?** **Share an image with the children to spark discussion and generate further questions.** (BV-Tolerance/Mutual respect)	LIVING **Green religion?** **How and why should religious communities do more to care for the Earth?** 2 Part Lesson –What do Hindu people think and do about caring for the earth and working to improve the environment? Explore Hindu beliefs of Hindu Goddess, Bhumi and the teachings/ work of Priya. (BV-Tolerance/Mutual respect)	LIVING **Green religion?** **How and why should religious communities do more to care for the Earth?** 2 Part Lesson - What do Jewish people think and do about caring for the earth and working to improve the environment? Explore Rabbi Katy's story and the work of JCAN. They must consider what they think her three most important contributions to 'greener Jewish ways of living' might be and present this as an argument to share with the class. (BV-Democracy)	**Residential.**	LIVING **Green religion?** **How and why should religious communities do more to care for the Earth?** What have we been learning about the different ways to make religions 'greener'? ***Assessment Indicator:*** *Collate their learning over the unit to create a Tree of Life. Exhibition in groups of 5 to present to the class – they must represent each religion and the belief they each have for caring for our Earth.*
Modern Foreign Languages-French **-Listening** **-Speaking** **-Reading** **-Writing** **-Intercultural Understanding**	**French pen pals** Work collaboratively respond to audio and written messages in French using correct pronunciation when speaking and grammar when writing,	**French pen pals** Work collaboratively respond to audio and written messages in French using correct pronunciation when speaking and grammar when writing,	Primary French Project Module 3 – Lesson 11 **Speaking and Listening** **Understand and use a range of questions; be able to recognise and ask spoken questions using a question prompt.** Understand the use of masculine and feminine noun and when to use un or une	Primary French Project Module 3 – Lesson 12 **Speaking and Reading** **Tell and understand the time on the hour, the half hour, the quarter hour; Understand and use numbers 0-60.** Explore telling the time in quarters - show a clock time written as a number to be spoken as a formal sentence *il*	Primary French Project Module 3 – Lesson 13 **Speaking and Writing** **Use speaking frames to create simple, complex and compound sentences** Form spoken and written compound sentences using world clock times - *Quand il est cinq heures à* *Paris, il est sept heures à Moscou*	**Residential.**	

			Explore the Paris arrondissements, Il y a combien d'arrondissements à Paris ? **New vocabulary** **une banque** **une gare** **une mairie** **une piscine** **une poste**	*est midi moins le quart, il* **New vocabulary: moins le quart**			
Art and Design **-Structuring and Creating** **-Art Elements** **-Evaluate and Appraise** **Design and Technology** **-Design** **-Make** **-Evaluate** **-Food Technology**	**Artist – Jill Peltos PAINTING** **Know and be able to explain why chosen specific techniques have been used.** Evaluate and appraise Jill Peltos examples of art representing climate change, using the ARTIST acronym to support annotations.	**Artist – Jill Peltos PAINTING** **Use a full range of pencils, charcoal or pastels when creating a piece of observational art.** Develop skill in detail and refinement of sketching using the structure of 1min, 3min, 7mins and 20mins to replicate an example.	**Artist – Jill Peltos PAINTING** **Use a variety of techniques to create form and texture.** Replicate chosen example of Jill Peltos using sketching and outline. Practise using water colours, pastel, sketching pencils to complete medium.	**Artist – Jill Peltos PAINTING** **Know how to use graphs to identify trends.** Gather data over the past 50 years about the rate of deforestation to create tally and present as a graph.	**Artist – Jill Peltos PAINTING** **Know how to use graphs to identify trends.** **Use a variety of techniques to create form and texture.** ***Assessment Indicator*** *Using their graph of global warming statistics, children to sketch and create their own representation of climate change.* *Use the colour wheel to use* harmonious and contrasting colours. Use water colours or chosen medium to complete art work.	***Residential***	**Artist – Jill Peltos PAINTING** **Know how to use graphs to identify trends.** **Use a variety of techniques to create form and texture.** *Assessment Indicator* *Using their graph of global warming statistics, children to sketch and create their own representation of climate change.* *Use the colour wheel to use harmonious and contrasting colours.* *Use water colours or chosen medium to complete art work.*
Music **-Listen and Appraise** **-Singing** **-Instruments** **-Improvisation** **-Composition**	**Charanga Model Music Curriculum B** **Farewell Tour Respecting Each Other through Composition.** Listening and Appraising	**Charanga Model Music Curriculum B** **Farewell Tour Respecting Each Other through Composition.** Playing an instrument		**Charanga Model Music Curriculum B** **Farewell Tour Respecting Each Other through Composition.** Listening and Singing	**Charanga Model Music Curriculum B** **Farewell Tour Respecting Each Other through Composition.** Composing and Improvising	**Residential**	

	Understand and express opinions on the different meanings and purposes of music. Learn to sing the song, Heal the Earth Part 1.	**Understand and express opinions on the different meanings and purposes of music.** Learn and practise different instrument parts to the song, using Glockenspiels. Heal the Earth Part 2		**Understand and express opinions on the different meanings and purposes of music.** Learn to sing the song and perform as a class Let's Go Surfin' Part 1.	**Develop increased leadership skills within an ensemble group.** **Improvise within a group combining different musical devices.** Compose with the song, using the notes FGA, FGACD and F, G, A, B♭, C, D, E by completing a melody using 3 to 7 notes. Let's Go Surfin' Part 2		
Outdoor Learning Opportunities	**Major: (Geography)** Field work walk to Kingsway. Creating a map on route and then comparing this to google maps, discussing which route would be preferable.		**Major: (Literacy)** Presenting persuasive speech on the stones. Children to sit around in the circle and take it in turns to present		**Major: (PE)** Year 6 rounders tournament	Robinwood residential	
Enhancements Visits and Visitors						Robinwood Residential 15.07.26-17.07.26	
Parental Engagement	Parental Residential Meeting 10.06.26 6.00 pm			Year 6 Transition Day to High Schools 02.07.26	A night at the musical performance 08.07.25 1:30pm and 6:00pm		Year 6 Leavers Assembly 24.07.26 2.00pm
Whole School and National Events				Summer Fair 03.07.25		Move up afternoon (1) 13th July 2026	Move up afternoon (2) 20th July 2026

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.