Year 6 Foundation Subject Overview Autumn 2 2026

All subjects will be taught discretely, making links to other areas of learning where appropriate. These links will be to prior learning and to other subject areas to give knowledge meaning and context.

RE
Our unit this half term is about the Creation Story. The children will answer deep thinking questions relating to God's creation and the fall of Adam and Eve.

History
We will be studying the struggle between the Anglo-Saxons and the Vikings. We will look at the important events and people in this time in history and the impact it had on the people, country and modern day.

Science
Cardiovascular surgeons here we come! Over the course of this half term, the children will discover how our circulatory system works with an emphasis on the heart.

DT – Project 1
This half term, the children will continue pursuing their careers by becoming fashion designers by designing, making and evaluating their own teddy bear waistcoats. The children will build on their sewing skills from previous years to add embellishments, creating style and pizzazz!

DT – Project 2
Ready, Set, Cook! This half term, the children will design, cook, eat and evaluate their very own three course dinner! Their mission is create their own recipes where they must include peppers, pineapples and salmon.

PE
This half term, the children will complete two PE units: Gymnastics and Badminton. Over the weeks, the children will develop their balance and coordination skills through a series of objectives.

PSHE
Our unit of study this half term is 'Connecting with others: What does it mean to stand up for myself and others?' During the unit, the children will explore effective ways to communicate effectively with compassion and strength.

How can you help?
Ask your child about their learning in school.
Be aware of what your child is accessing online.
Ensure they read for at least 10 minutes, 5 times per week with an adult.
Access TT Rockstars 5 times per week.

Science – Electricity - Year 6

Sticky Knowledge

Know how the heart has four ventricles.

Know that blood is made up of many elements including: red blood cells, white blood cells and plasma.

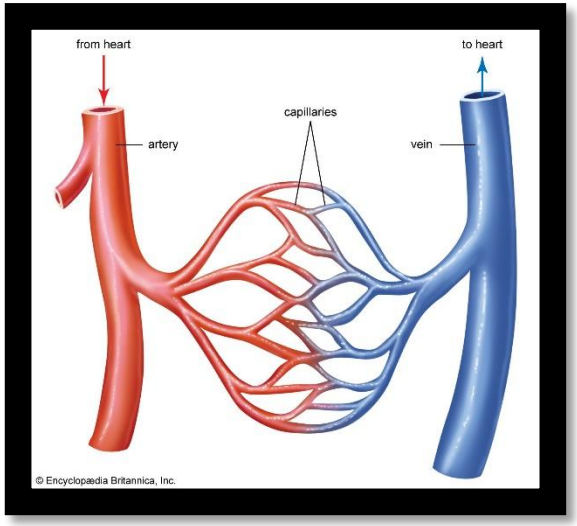
Oxygenated blood goes to the heart and deoxygenated blood is pumped out of the heart to travel to the lungs.

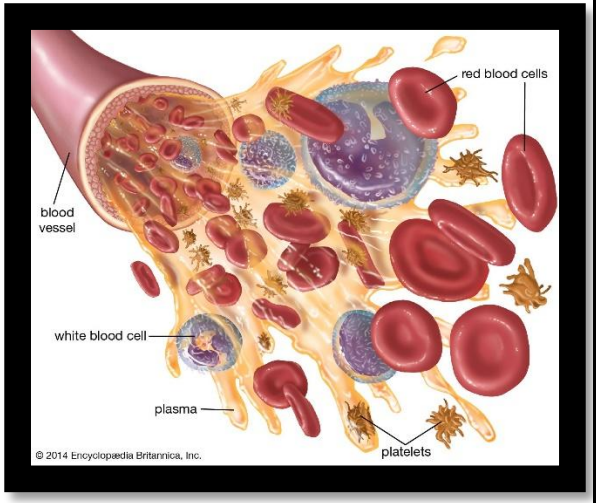
Know how the circulatory system works.

Know how a healthy life style and daily exercise has a positive impact on your heart's health.

Arteries are essential for blood to move around our bodies.

Know that each practical experiment involves several evaluations of results and use this data to suggest experiment improvements/ further enquiries.





What should I already know?

Physical exercise links to good health.

How a diet should be varied.

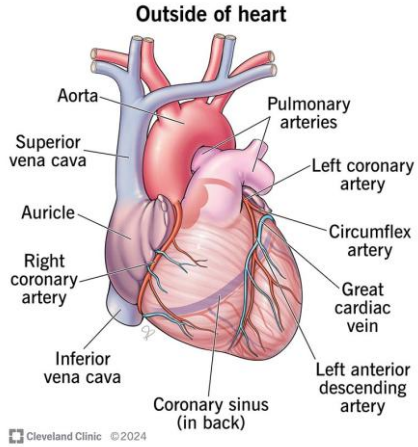
Our bodies contain blood.

The heart is a muscle.

Exercise makes your heart beat faster.



The Heart



Careers linking to the heart

Cardiologist
Surgeon
Paramedic
First Aider
Personal Trainer
Health Care Worker
Sonographer

Viking Anglo Saxon Struggle - Year 6

Key Vocabulary

Norse	Language spoken by the Vikings from Scandinavia. Norse people.
The Great Heathen Army	Also known as the Viking Great Army, was a coalition of Scandinavian warriors who invaded England in AD 865.
Monastery	A building or buildings occupied by a community of monks.
Danelaw	A peace agreement created by Alfred and Guthrum allowing an area in Britain for the Vikings to rule.
Danegeld	Money (silver) given to the Vikings to leave England.
Jorvik	Viking name given to the city of York. Important settlement in Viking times, central to Danelaw.
Pagan	A person having religious beliefs other than those of the main religions.
pillage	To steal using force and violence.
Invade	To enter and occupy a land.
Kingdom	An area of land ruled by a king or queen.
Longship	A long, narrow warship, powered by both oar and sail with many rowers, used by the Vikings and other ancient northern European peoples.



Sticky Knowledge

The Viking '**Great Heathen Army**' came to raid, then settle in England for farming, climate and minerals.

Christian **monasteries** in Britain (such as **Lindisfarne**) were easy targets for the Vikings. The monks had no weapons and the buildings were filled with valuable treasures, like gold, jewels and books.

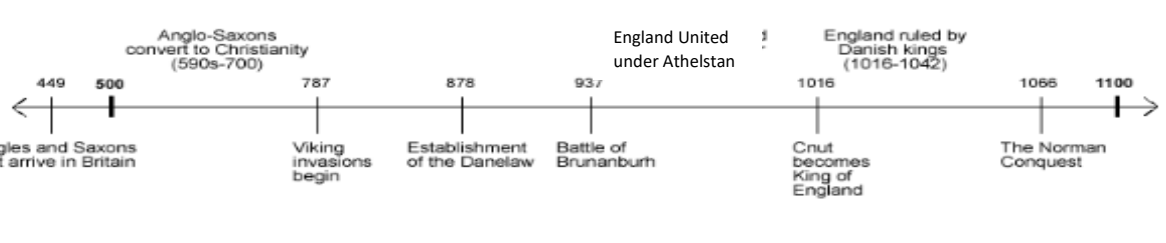
A peace agreement was formed by **Alfred the Great** and **Guthrum**, the Viking King. Vikings would live in the North East, called **The Danelaw** (Including – Northumbria, East Anglia and the City of Jorvik (York)) and the Anglo-Saxons would live in the south and West.

Ethelred the Unready paid the Vikings to leave in **Danegeld**, they kept returning.

Erik Bloodaxe, Viking King of Northumbria and York is overthrow, end of Danelaw.











What should I already know?

Britain was divided into **7 Kingdoms**.

Main ruler was **Alfred the Great**, King of Wessex.

Athelstan was the first **King of all England** – grandson of Alfred the Great – consolidated Britain.



Key Events/People

Vikings raided Lindisfarne and its monastery in 793.

Alfred the Great (King of Wessex) organised resistance against the Vikings and created Danelaw with **Guthrum**. 880

Athelstan (Alfred's Grandson), first to unite the Kingdoms of England. 937

Ethelred II (The Unready), paid the Vikings to go away. This was called Danegeld. 978

Erik Bloodaxe, Viking King of York, is overthrown, end of Danelaw.

King Cnut becomes King of the Danes and England. 1016

Many towns and cities in Britain that were founded by the Vikings can still be spotted today. Places that end in -by, -thorpe or -ay were almost certainly Viking towns.

They were excellent sailors. Sailing in Longships or longboats.



Creation/Fall Year 6

Sticky Knowledge

Genesis is the first book in the Old Testament. It tell the story of the Creation.

Cosmology is the scientific study of the universe's origins and development.

Evolution is the process by which living things change and adapt over time.

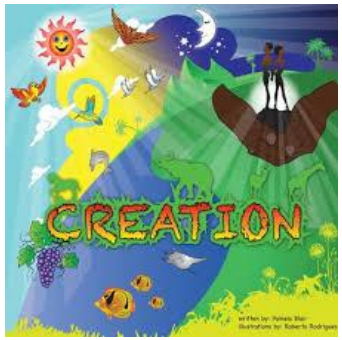
Adam and Eve were the first man and woman, according to the creation stories of the Abrahamic religions—Judaism, Christianity, and Islam.

Creation:
God created Adam from the dust of the earth, and then created Eve from Adam's side to be his companion.

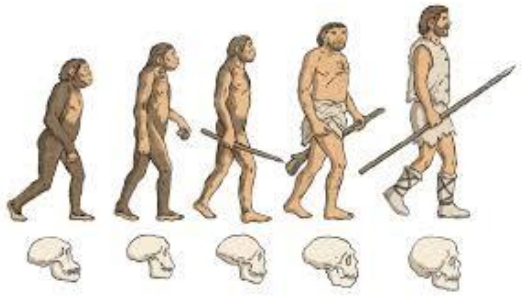
The Fall:
God told them not to eat the fruit from the tree of the knowledge of good and evil.

The story of Adam and Eve is central to the belief that all humanity is descended from a single, original human pair.

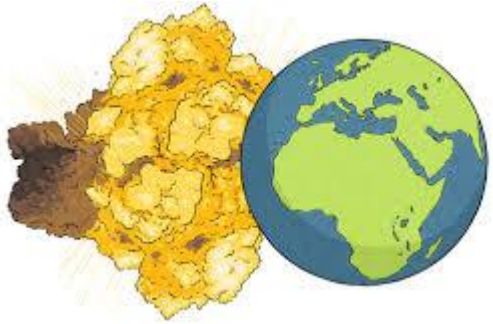
In Christianity, the story of Adam and Eve represents the origin of sin and the subsequent need for redemption. In Islam, Adam is revered as the first prophet.











The Big Bang Theory

What should I already know?

I can explain how Christians believe how human beings should treat God's creation.

The Bible tells a story (in Genesis 3 – Adam and Eve) about how humans spoiled their friendship with God.

I can explain the significance of forgiveness to Christians.



Key Events/People

Adam and Eve were the first man and woman created by God.

Adam and Eve lived in the Garden of Eden.

Adam and Eve ate the forbidden fruit from the tree of knowledge.

Eve was tempted to eat the fruit by a serpent – thought to be the devil.

As a result of their disobedience, Adam and Eve were cast out of the Garden of Eden, and they and their descendants faced hardship and death.

PSHE –Connecting With Others- Year 6

Sticky Knowledge

Understand what is meant by respect and why respect is important.
Know that respect is two-way and how we treat others is how we can expect to be treated.
Accept other people's attitudes and ideas and begin to challenge attitudes that are morally wrong.
Identify a range of stereotypes and be able to share information on them to challenge beliefs.
Resolve disputes and conflict through negotiation and compromise.
Identify and implement setting boundaries.
Explain what emotions could be felt during the different stages of life and know who to speak to if you need support with life situations.





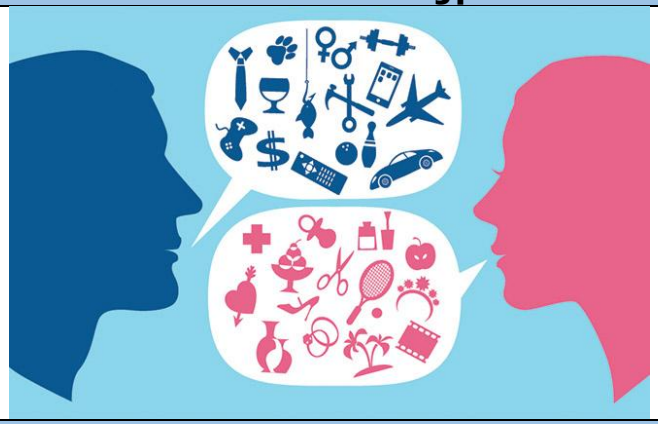


What should I already know?

What respect looks like amongst people.	
People may have different opinions and beliefs to you.	
People can judge someone based on their looks.	Some protected characteristics.
Understand that we can feel loss when something changes that is out of our control.	



Gender Stereotypes



Respect



Protected Characteristics

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

Design Technology – Waistcoats - Year 6

Sticky Knowledge

Annotations help to show the design process.

To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric.

To understand the importance of consistently sized stitches.

Measuring with accuracy is crucial when it comes to making clothing.

Sewing a strong running stitch, making small, neat stitches and following the edge.

To understand that it is important to design clothing with the client/target customer in mind.

Sewing accurately with even regularity of stitches.





What should I already know?

How to attach an item to fabric.

Evaluations are part of the design process.

How to complete a running stitch.

How to complete a cross stitch.

How to tie a knot to secure thread into place.



Fashion Houses



Sewing



Design Technology – Come Dine With Me - Year 6

Sticky Knowledge

Recipes can be adapted to suit nutritional needs and dietary requirements.

Environmental impact is how the product and making the product might affect the environment.

Original and innovative ideas are different from what has been made before.

Incorporating feedback from peers or users improve their product further, explaining the changes they made and the impact they had.

Steps in a recipe fit together and what happens if they are changed.

The form of a product influences how it looks, feels and performs.

Reflecting on the usability, aesthetics, innovation and sustainability of products and discussing how design choices impact these aspects.





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Flavour Profiles



Farm to Fork

