

Curriculum Map Year Group 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Working scientifically	<ul style="list-style-type: none"> Plan enquiries, including recognising and controlling variables where necessary. Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. Take measurements, using a range of scientific equipment, with increasing accuracy and precision. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. Present findings in written form, displays and other presentations. Use test results to make predictions to set up further comparative and fair tests. Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 					
Science	<p>Living things and their habitats- micro-organisms</p> <ul style="list-style-type: none"> Relate knowledge of plants (i.e. what they need to grow/survive) to studies of all living things. Identify how animals and plants are adapted to suit their environment in different ways Describe how living things are classified into broad groups according to common observable characteristics. Give reasons for 	<p>Animals and humans circulatory system, diet, nutrients</p> <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. Describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Electricity</p> <ul style="list-style-type: none"> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram. 	<p>Light</p> <ul style="list-style-type: none"> Understand 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 eyes. 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, and to predict the size of shadows when the position of the light source changes. 	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	

	classifying plants and animals based on specific characteristics.			
Geography	<p>Physical Geography: Climate zone, biomes and vegetation belts</p> <p>Knowledge</p> <ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts <p>Skills</p> <ul style="list-style-type: none"> Create maps of locations identifying patterns (such as: land use, climate zones) Use the eight points of a compass, six-figure grid references, symbols and a key (that uses Ordnance Survey symbols) to communicate knowledge of the UK and wider world Collect and analyse statistics and other information in order to draw clear conclusions about locations Identify and describe how the physical features affect the human activity within a location Name and locate some of the countries and cities of the worlds and their identifying physical characteristics, including climate zones, biomes and vegetation belts; and understand how some of these aspects have changed over time 	<p>Human Geography Europe – economic trade links</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography, including: economic activity including trade links <p>Skills:</p> <ul style="list-style-type: none"> To use six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the UK and Europe Describe how locations around Europe are changing and explain some of the reasons for change Describe geographical diversity across Europe Describe how countries and geographical regions are interconnected and interdependent (European Union) 	<p>Comparing People and Place 'Local Area' - Hamilton</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities Understand geographical similarities and differences through the study of human and physical geography in a region of the United Kingdom, a region in a European country. Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	
History	<p>Viking Raids and invasion <i>'The Viking and Anglo-Saxon struggle for the</i></p>	<p>Local History Study- WW1 Knowledge</p>	<p>Fossils – Mary Anning (linked with Science) – Hamilton</p>	

	<p><i>Kingdom of England to the time of Edward the Confessor'</i></p> <p>Knowledge</p> <ul style="list-style-type: none"> • Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first Kind of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>Skills</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of the past • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Select suitable sources of evidence, giving reasons for choices • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line 	<ul style="list-style-type: none"> • A study of an aspect of history dating from a period beyond 1066 that is significant in the locality <p>Skills</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Use sources of evidence to deduce information about the past • Show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied • Understand that no single source of evidence gives the full answer to questions about the past • Refine lines of enquiry as appropriate 	<p>A study of a theme in British history.</p> <p>Chronology</p> <ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy.
<p>Art</p>	<p>Drawing (2nd Half term) (linked to Vikings or Black History Month)</p> <ul style="list-style-type: none"> • use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) • use a choice of techniques to depict movement, perspective, shadows and reflection • choose a style of drawing suitable for the work (e.g. realistic or impressionistic) • use lines to represent movement 	<p>To take inspiration from the greats (classic and modern) 2nd half term</p> <p><i>Artist to be chosen by children or relevant to their interests – possible link to trip to Tate Modern</i></p> <ul style="list-style-type: none"> • give details (including own sketches) about the style of some notable artists, artisans and designers • show how the work of those studied was influential in both society and to other artists <p>create original pieces that show a range of influences</p>	<p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture.

		and styles	<ul style="list-style-type: none"> • Develop a personal style of painting, drawing upon ideas from other artists.
DT	<p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately. • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products. • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. • understand how key events and individuals in design and technology have helped shape the world 		
	<p>Construction (link to constructing Viking Longboat)</p> <p>Skills</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures • Choose suitable techniques to construct products (including textiles) • Strengthen materials using suitable techniques 	<p>Electricals and electronics (Linked to Science) 1st Half term</p> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). 	<p>Textiles and Materials</p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than

					would be used to cut paper).	
Computing	Unit 6.1 Coding Number of Weeks – 6	Unit 6.2 Online safety Weeks – 2 Unit 6.3 Spreadsheets Weeks – 5	Unit 6.4 Blogging Weeks – 5	Unit 6.5 Text Adventures Weeks – 5	Unit 6.6 Networks Weeks – 3	Unit 6.7 Quizzing Weeks – 6
	iMedia - iJam (composing music)	iMedia - iProgram	iMedia - iDesign	iMedia - iAnimate	iMedia - iBroadcast	iMedia – iFilm
Music	Perform - African Drumming Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context. 	Samba Drumming Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context. 	Singing <ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument). 	Music theory Create songs with verses and a chorus. <ul style="list-style-type: none"> Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music. 	Song writing Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. <ul style="list-style-type: none"> Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and ♭ (flat) symbols. Use and understand simple time signatures. 	Singing <ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).

<p>Languages</p>					<p>Greetings and Numbers</p> <ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials. 	<p>Colours and animals</p> <ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials.
<p>PE</p>	<p>Dance – Street Dance Compose creative and imaginative dance sequences.</p> <ul style="list-style-type: none"> • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in 	<p>Games: Football Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and 	<p>•Games: Basketball Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball 	<p>Games:Multi sports Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball 	<p>Outdoor adventurous Select appropriate equipment for outdoor and adventurous activity.</p> <ul style="list-style-type: none"> • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team 	<p>Athletics Combine sprinting with low hurdles over 60 metres.</p> <ul style="list-style-type: none"> • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take

	<p>original and imaginative ways.</p> <ul style="list-style-type: none"> • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	<p>backhand when playing racket games.</p> <ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>with accuracy.</p> <ul style="list-style-type: none"> • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>with accuracy.</p> <ul style="list-style-type: none"> • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>roles and gain the commitment and respect of a team.</p> <ul style="list-style-type: none"> • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first. 	<p>off and landings when jumping.</p> <ul style="list-style-type: none"> • Compete with others and keep track of personal best performances, setting targets for improvement.
	<p>Games: Team games Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket 	<p>Gymnastics Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. 	<p>Gymnastics Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • travelling • balances • swinging • springing • flight • vaults • inversions • rotations • bending, stretching and twisting • gestures • linking skills. 	<p>Games: Invasion games Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack 	<p>Dance</p> <ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain 	

	<p>games.</p> <ul style="list-style-type: none"> • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright) 	<ul style="list-style-type: none"> • Hold shapes that are strong, fluent and expressive. • Include in a sequence set pieces, choosing the most appropriate linking elements. • Vary speed, direction, level and body rotation during floor performances. • Practise and refine the gymnastic techniques used in performances (listed above). • Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). • Use equipment to vault and to swing (remaining upright) 	<p>tactically by anticipating the direction of play.</p> <ul style="list-style-type: none"> • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<p>this throughout a piece.</p> <ul style="list-style-type: none"> • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 	
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