

Year 6 Curriculum Map

Autumn		Spring		Summer	
Giraffes can't Dance		Events that shook our world		Life is a rollercoaster	
Question	What makes me unique?	Question	How do events of the past affect the world we live in today?	Question	Why don't I fall out of a rollercoaster when it goes upside down?
Hook:	Display a pair of Ballet shoes – describe who they belong to. Show the picture of Billy Elliot. Did they predict correctly?	Hook:	Give each child a Titanic ticket with a name and class on it. They are that person on board. Did they survive?	Hook:	Forces workshop linked to that from Drayton Manor
Experience	Jungle dance using Picasso masks.	Experience	Party invites with different classes	Experience	Creating own rollercoaster
Books	Giraffes can't Dance	Books	Titanic	Books	Lost and Found
Arts	Isaac Oliver and Picasso	Arts		Arts	
<p>WRITING: Narrative – change theme to human perspective – Billy Elliot</p> <p>Art: Content: Isaac Oliver and Picasso Skill: Mastering drawing technique Outcome: Self-portraits in style of Isaac Oliver (1600) and Picasso</p>		<p>WRITING: Stimulus: Titanic Outcome: Various text types: Recount -Diary Explanation – letter Narrative Persuading –debate</p> <p>Homework Project</p> <p>Create a model of the Titanic</p> <p>Cross-curricular maths Titanic maths cost, statistic, measures, time</p>		<p>WRITING: Stimulus: The Present / Lost and Found Outcome: Short Narrative</p> <p>Science - Forces Scientist: Isaac Newton</p> <p>Sc1: Plan a scientific enquiry including variables, record data using scientific diagrams</p> <ul style="list-style-type: none"> Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect <p>Report (descriptive) – Letter about forces for a parachute jump.</p>	
 <ul style="list-style-type: none"> Use sketchbooks to collect, record, review and evaluate ideas. Improve mastery of techniques such as drawing, painting and sculpture with varied materials. Learn about great artists, architects and designers. 					

Year 6 Curriculum Map

<p>PSHE</p> <ul style="list-style-type: none"> • Develop specific strategies that promote reflective responses and mature thinking skills • Become more self-motivated and enthusiastic about learning • Obtain information necessary for social understanding and pro-social behaviour • Increase their ability to generate creative alternative solutions to problems • Learn to anticipate and evaluate situations, behaviours and consequences 					
To be or not to be		The Strange Being		Who do you think you are?	
Question	Is Shakespeare still relevant in the 21 st century?	Question	Can I power a circuit without a battery?	Question	Do fences always keep us safe?
Hook:	Stratford visit – Shakespeare Birthplace Trust	Hook:	Visual Literacy	Hook:	Pyjamas found on the floor, Whose are they? Who could they belong to? Why does he wear them?
Experience	Being a tour guide Take part in a public tour	Experience	Making lemon batteries.	Experience	
Books	Romeo and Juliet Romeo and Juliet (updated version) Devil and His Boy	Books	Dr Who encyclopaedia	Books	The Boy in the Stripped Pyjamas Rose Blanche
Arts	Isaac Oliver and Picasso	Arts		Arts	Henry Moore
<p>WRITING:</p> <p>Recount Explaining letter Describing Setting Explaining letter / witness statement Narrative end narrative</p> <p>History – The Tudors</p>		<p>WRITING</p> <ul style="list-style-type: none"> • Character description • Letter • Non-chronological report <p>Science – Electricity Sc1: Use a range of scientific equipment with increasing accuracy and precision</p>		<p>WRITING</p> <p>Stimulus: Boy in the striped pyjamas Writing Outcome: Various text types: Recount Diary, Explaining letter, Narrative Stimulus: Rose Blanche Outcome: Setting description History – WWII POS: British history beyond 1066</p>	

Year 6 Curriculum Map

POS: British history beyond 1066

Key Skills

Knowledge: Increasing factual depth of factual knowledge and the history of Britain.

Enquiry: Collect sources of information and select carefully those which are useful to support conclusions.

Chronological Understanding: Periods of time within Britain / recall of Monarchs in order.

Writing opportunity – non-chronological report on one of the three houses visited.

Cross-curricular maths

Chronological time line – The Tudors

Art:

Content: Isaac Oliver and Picasso

Skill: Mastering drawing technique

Outcome: Self-portraits in style of Isaac Oliver (1600) and Picasso



- Use sketchbooks to collect, record, review and evaluate ideas.
- Improve mastery of techniques such as drawing, painting and sculpture with varied materials.
- Learn about great artists, architects and designers.

Science – Light

- **Sc1:** Asking and answering questions; make predictions
- 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.
- 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.
- Writing - Instruction (procedure) – How to operate electrical circuit

Cross-curricular maths

Measuring – DT

Scatter diagrams – electricity

DT:

Key Skills

Knowledge: Increasing factual depth of factual knowledge and the history of Britain.

Enquiry: Collect sources of information and select carefully those which are useful to support conclusions.

- Continue to develop chronologically secure knowledge of history
- Establish clear narratives within and across periods studied
- Develop appropriate use of historical terms
- Regularly address and start to devise historically valid questions
- Understand how knowledge of the past is constructed from a range of sources
- Construct informed responses by selecting and organising relevant historical information
- Understand that different versions of the past may exist, giving some reasons for this
- Identify and give reasons for results of historical events, situations, changes
- Identify historically significant people and events in situations
- Describe social, cultural, religious and ethnic diversity in Britain and the wider world.

GEOGRAPHY

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Art:

Skill: Improve mastery of art techniques

WWII silhouettes using charcoal, pastels and paper

Year 6 Curriculum Map

<p>Homework Project Create a Tudor building or links to the Tudor times</p> <p>Social Enterprise project – September design a Christmas card for Jack Dromey</p>		<p>Skills: Understand and use electrical systems in their own products Design a purposeful, functional product based on some design criteria</p> <ul style="list-style-type: none"> • Use sketchbooks to collect, record, review and evaluate ideas. • Improve mastery of techniques such as drawing, painting and sculpture with varied materials. • Learn about great artists, architects and designers. 		<div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Use sketchbooks to collect, record, review and evaluate ideas. • Improve mastery of techniques such as drawing, painting and sculpture with varied materials. • Learn about great artists, architects and designers. <p>Homework Project Create a replica Anderson Shelter.</p>	
What am I made up of?		Adaptation			
Question	Can I survive without blood?	Question	Why do I not walk on my hands?	Question	Where does a river start and end?
Hook:	Petri dish filled with red syrup, marshmallows, red skittles and cherry drops. What is it? What do all the items represent?	Hook:	Using a straw pick up broad beans, peas and lentils to feed your baby. They must have a certain amount to survive and it must be done in a certain amount of time. Now play again but cut the straw to make a spoon. Why do animals adapt?	Hook:	Trip to Dovedale, looking at features of a river, looking at erosion, wading in the water to experience the speed of flow.
Experience	Try to link with Greenwood to take part in a dissection lesson.	Experience	Investigate how animals have adapted. Which animals didn't adapt?	Experience	Run an enterprise company Perform a musical Play in a river Roll down a hill
Books		Books		Books	
Arts	Technical Drawing	Arts		Arts	

Year 6 Curriculum Map

<p>WRITING: Explanation (factual) – Journey of the red blood cell</p> <p>Science – Biology Animals, including Humans</p> <ul style="list-style-type: none"> • Sc1: Reporting and presenting findings from enquiries, including conclusions from a causal relationships and explanations • 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 <p>Cross-curricular maths Pie chart for blood Recording data in table and line graph (heart beats)</p> <p>ART: Technical Drawing of the heart and circulatory circuit. Sketching Observational drawing</p> <p>PE: Indoor: Gymnastics Outdoor: Short tennis</p>	<p>Science Biology Evolution</p> <ul style="list-style-type: none"> • Sc1: Identify scientific evidence which has been used to support of refute ideas or arguments • 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. <p>PE: Indoor: Dance Outdoor: Invasion games through handball</p> <p>RE / British Values / SMSC / PSHE</p> <div style="background-color: #fce4d6; padding: 5px; border: 1px solid #ccc;"> <p>Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? Religion: Christianity</p> </div>	<p>WRITING: Explanation (factual) – Journey of a water droplet written from the perspective of the droplet.</p> <p>Geography – UK field study. Dove Dale - human and physical features POS: Topographical skills; compass and ordinance survey Skills</p> <ul style="list-style-type: none"> • 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 • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p>PE: Outdoor: Striking and fielding (Cricket) Outdoor: Athletics</p> <p>RE / British Values / SMSC / PSHE</p> <div style="background-color: #fce4d6; padding: 5px; border: 1px solid #ccc;"> <p>Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Religion: Islam <i>NB: This enquiry is taught in 2 sections over the term</i></p> </div>
---	---	---

Year 6 Curriculum Map

<p>RE / British Values / SMSC / PSHE</p> <div style="background-color: #fce4d6; padding: 5px; margin-bottom: 10px;"> <p>Theme: Beliefs and Practices</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p> </div> <div style="background-color: #fce4d6; padding: 5px; margin-bottom: 10px;"> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: How significant is it that Mary was Jesus' mother?</p> <p>Religion: Christianity</p> </div> <div style="background-color: #fce4d6; padding: 5px; margin-bottom: 10px;"> <p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Religion: Christianity</p> </div> <p>Black History</p> <p>Reading Spine The Hobbit Skellig</p>	<div style="background-color: #fce4d6; padding: 5px; margin-bottom: 10px;"> <p>Theme: Easter</p> <p>Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religion: Christianity</p> </div> <p>Anti-bullying</p> <p>Reading Spine</p> <p>Holes</p> <p>Clockwork</p> <p>Fireweed</p> <p>SRE</p> <p>FGM</p> <p>Drug awareness</p> <p>Transition</p> <p>Life line</p> <p>Prejudices</p>	<p>Enterprise</p> <p>Contribution to society through VAT Cross-curricular maths</p> <p>Reading Spine</p> <p>Arrival</p> <p>River Boy</p>
--	---	--