

## Curriculum Map 2018-2019

### YEAR SIX

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6</b>	<p><b><u>Frightful First World War</u></b> We will be studying World War One and whilst it was a horrific conflict it is more than just fighting in the trenches. It was considered the first total war where nations turned all their resources to help the country fight and so everyone was involved whether sitting in a trench or living back home.</p> <p>We will be looking at how WW1 affected everybody and the changes it created in society. A significant part of the topic will involve respect and remembrance, especially because of the anniversary of the armistice.</p>		<p><b><u>Explorers, Inventors and Scientists</u></b> We will explore the lives of some of the most influential and recognised Great British Scientists, explorers and inventors. Investigate Newton’s work on the three laws of motion and how he discovered the colour spectrum. Discover black holes with Stephen Hawking and evolution with the help of Anning, Wallace and Darwin. We will be inspired to work scientifically in different contexts while developing and applying our skills. Find out about Shackleton’s amazing adventures and see how Harrison saved the lives of sailors at sea.</p>		<p><b><u>Making a Difference</u></b> We will be finding out ways we can help our community around us and the other communities around the world.</p> <p>What are the problems we now face and what can we do about them?</p> <p>We will be trying to find ways to make our communities better and help everyone enjoy their community more.</p>	
<b>Literacy Text to Support</b>	<p>War Horse – Michael Morpurgo War Game – Michael Foreman Frightful First World War – Horrible Histories (Other – Private Peaceful, Letters, Poetry)</p>		<p>Shackleton’s Journey – William Grill The Life of John Harrison Alex Rider – Anthony Horowitz</p>		<p>Street Child – Berlie Doherty Floodland – Marcus Sedgwick</p>	
<b>Traditional and Fairy Tales</b>	<p>Ante’s Inferno – Griselda Heppel</p>		<p>Rumpelstiltskin - Grimm</p>		<p>The Mouse, the Bird, and the Sausage – Grimm</p>	
<b>Science</b>	<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise,</li> </ul>		<p><b><u>Evolution and Inheritance</u></b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>		<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.</li> <li>Compare and give reasons for variations in how components function, including</li> </ul>	

	<p>drugs and lifestyle on the way their bodies function.</p> <ul style="list-style-type: none"> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p style="text-align: center;"><b><u>Light</u></b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>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.</li> <li>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.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<ul style="list-style-type: none"> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p>the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <ul style="list-style-type: none"> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>
<p><b>Science</b></p>	<p><b><u>Working Scientifically (in all areas of science)</u></b></p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions.</li> <li>Recognise and control variables where necessary.</li> <li>Take measurements using a range of scientific equipment.</li> <li>Take measurements with increasing accuracy and precision.</li> <li>Take repeat readings when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Record data and results of increasing complexity using scientific diagrams and labels.</li> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar charts.</li> <li>Record data and results of increasing complexity using line graphs.</li> <li>Report and present findings from enquiries, including conclusions and causal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Report and presents findings from enquiries in oral and written forms such as displays and other presentation.</li> <li>Report and present findings from enquiries, including explanations of, and degree of, trust in results.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> </ul>

<b>Visits and Visitors</b>	Imperial War Museum – WW1 galleries	Greenwich Maritime Museum Sky News - Osterley	Isle of Wight
<b>Experiences</b>	Uniforms Marching and Drill Christmas Fair Stalls	Designing our own inventions	Community Projects, e.g. playing recorders, picking litter
<b>Computing</b>	<p>We will:</p> <ul style="list-style-type: none"> <li>• understand the importance of using technology safely, respectfully and responsibly</li> <li>• identify a range of ways to report concerns about content and contact.</li> <li>• appreciate how search results are ranked.</li> <li>• learn to be discerning in evaluating digital content.</li> <li>• understand the basic workings of computer networks including the internet.</li> <li>• understand the opportunities computer networks offer for collaboration.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>• work with variables.</li> <li>• solve problems in writing programs by decomposing them into smaller parts.</li> <li>• use selection and repetition in programs.</li> <li>• simulate physical systems.</li> <li>• use logical reasoning to explain how some simple algorithms work and detect and correct errors in them.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>• combine a variety of software to accomplish given goals on a range of digital devices.</li> <li>• analyse and evaluate information and data.</li> <li>• design and create systems that accomplish given goals.</li> </ul>
<b>History</b>	<p>We will:</p> <ul style="list-style-type: none"> <li>• make links between events and changes; giving reasons for them and explaining the result.</li> <li>• identify and describe changes within and between different period in history.</li> <li>• use and understands abstract terms such as empire, civilisation, parliament and peasantry.</li> <li>• place events, people and changes into</li> </ul>	<p>Historical enquiry he/she can create historically valid questions about cause and significance.</p> <p>Historical enquiry he/she can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions.</p> <p>Periods in history he/she can discuss the impact of significant historical events, people and places in their own locality</p>	<p>Historical enquiry he/she can analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions</p> <p>Historical enquiry he/she can examine artefacts and explain what they show us about that time in history.</p> <p>Periods in history he/she can discuss the impact of significant historical events, people and places in their own locality making links</p>

	<p>correct periods of time and the periods of time in chronological order.</p> <ul style="list-style-type: none"> <li>• create historically valid questions about cause and significance.</li> <li>• suggest reasons for conflicting historical accounts.</li> <li>• analyse sources of information for his/her accuracy, usefulness and relevance and combines them to answer questions.</li> <li>• examine artefacts and explain what they show us about that time in history.</li> <li>• discuss the impact of significant historical events, people and places in their own locality making links with changes in national life.</li> <li>• discuss the impact and causes of historical changes in Britain.</li> <li>• examine periods in world history; identifying contrasts with and influences on British society at the time.</li> </ul>	<p>making links with changes in national life.</p>	<p>with changes in national life.</p> <p>Periods in history he/she can discuss the impact and causes of historical changes in Britain.</p> <p>Periods in history he/she can examine periods in world history; identifying contrasts with and influences on British society at the time.</p>
<b>Geography</b>	<p>We will:</p> <ul style="list-style-type: none"> <li>• use photographs and standard and non-standard measurements to create an accurate map of an area.</li> <li>• analyse the relevance of information from a range of sources and make conclusions about places studied.</li> <li>• can locate the world's continents/countries including North and South America identifying key human and physical characteristics, countries and major cities.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>• make a scale drawing using scales based around the power of 10.</li> <li>• make his/her own simple thematic map based on his/her own data.</li> <li>• use photographs and standard and non-standard measurements to create an accurate map of an area.</li> <li>• explore and explain topical geographical issues in his/her places of study and understand how these issues have changed over time.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>• make a scale drawing using scales based around the power of 10.</li> <li>• make his/her own simple thematic map based on his/her own data.</li> <li>• use photographs and standard and non-standard measurements to create an accurate map of an area.</li> <li>• analyse the relevance of information from a range of sources and make conclusions about places studied. understand how human and physical</li> </ul>

	<ul style="list-style-type: none"> <li>• can describe and understand economic activity and the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<ul style="list-style-type: none"> <li>• analyse the relevance of information from a range of sources and make conclusions about places studied.</li> <li>• understand how human and physical features in places in the UK have changed over time.</li> <li>• locate the position of the Tropics of Cancer and Capricorn, the Greenwich Meridian and times zones.</li> <li>• understand similarities and differences in the human and physical differences with a region of the UK, the region of a European country and a region within North or South America.</li> </ul>	<p>features in places in the UK have changed over time.</p> <ul style="list-style-type: none"> <li>• understand similarities and differences in the human and physical differences with a region of the UK, the region of a European country and a region within North or South America.</li> <li>• describe and understand climate zones, biomes, vegetation belts and the water cycle.</li> <li>• locate places on an OS map using a 6 figure grid reference</li> <li>• use the 8 points on a compass.</li> <li>• use a range of maps to plan the quickest route and find alternative routes.</li> <li>• use longitude and latitude as a guide to a location on an atlas.</li> <li>• use digital/computer mapping to locate places in the KS2 PoS.</li> <li>• read the scale on contour lines on an OS map.</li> </ul>
<b>Art</b>	<p>We will:</p> <ul style="list-style-type: none"> <li>• can use observational skills to replicate images by well-known artists and explain how their work is similar/different.</li> <li>• explore the impact of well-known artists' work on the society at the time.</li> <li>• create layers of paint to add detail to background colours.</li> <li>• create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in different ways with thickened paint.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>• explore the impact of well-known architects' work on the society at the time.</li> <li>• use stylistic features of well-known architects in their 3D work and explain how their work is similar/different.</li> <li>• use a sketchbook to produce labelled diagrams for his/her 3D work.</li> <li>• use pens to record minute detail.</li> <li>• make a 3D sculpture using a range of joining methods e.g. gluing, tying.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>• use a sketchbook to show how ideas have been improved.</li> <li>• select the most effective medium for different pieces of work and explain our choices.</li> <li>• make a clear plan for our working area and the equipment needed for a complete art project.</li> <li>• create different effects e.g. wet paint to create a watercolour; texture by adding PVA or sawdust; using brushes in</li> </ul>

		<ul style="list-style-type: none"> <li>add detail to a 3D sculpture using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>different ways with thickened paint.</li> <li>create layers of paint to add detail to background colours.</li> </ul>
<b>Design technology</b>	<p>We will:</p> <ul style="list-style-type: none"> <li>design products that are innovative and appeal to individuals or groups.</li> <li>evaluate existing products in relation to their purpose and audience.</li> <li>collect feedback from others to find out how to improve his/her product.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>design products that are innovative and appeal to individuals or groups.</li> <li>create a prototype of his/her design.</li> <li>use a computer design program to communicate our ideas.</li> <li>evaluate existing products in relation to their purpose and audience.</li> <li>collect feedback from others to find out how to improve his/her product.</li> <li>explore the impact of well-known designers and inventors and how their products helped to shape the world.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>understand what different affects food types have on the body. e.g. The impact of eating too much sugar.</li> <li>select the appropriate tools to follow a given recipe to make a savoury dish.</li> <li>estimate amount of ingredients to an appropriate level of accuracy.</li> <li>understand how different foods are produced in different areas of the world.</li> <li>understand that some foods are seasonal and can give some examples.</li> </ul>
<b>PE</b>	Football / Netball Gymnastics	Rugby / Hockey Dance	Cricket / Tennis Gymnastics
<b>RE</b>	Christianity	Journey of Life	Bhuddhism
<b>Music</b>	Recorders Christmas Carol Concert	Recorders	Recorders End of Year Play
<b>PSHEC</b>	Being me in my World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
<b>French</b>	At School	In Town	On Holiday

