

## Long Term Curriculum Map – Year 6

|                               | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|-------------------------------|---|---|---|--|---|--|
| Learning Experience           | Voyage of Discovery   | Bombs, Battles and Bravery  | Angry Earth   | Going for Gold   | The good, the bad & the ugly!   | Are you hired?   |
| Humanities or PSCE/Enterprise | <p style="text-align: center;"><u>Geography</u></p> <p>To develop knowledge about the world's main climate zones and their key characteristics<br/>           To develop an understanding of some of the world's main vegetation belts, home they link to climate zones, and the meaning of the term 'biome'<br/>           To locate biomes<br/>           To develop locational knowledge of countries<br/>           To Identify the position and significance of the Equator and the Tropics of Cancer and Capricorn<br/>           To describe and understand key aspects of climate zones, biomes and vegetation belts<br/>           To develop an understanding of how climate influences the development of biomes and vegetation belts<br/>           To develop an understanding of how plants and animals are adapted to their different biomes</p> <p><b>Geographical Skills</b><br/>           Use atlases, globes and digital maps to locate places<br/>           Read information from climate graphs.</p> | <p style="text-align: center;"><u>History</u></p> <p><b>Depth Study: Extending pupils' chronological knowledge beyond 1066/local history - The Blitz: all we need to know about World War II?</b></p> <p>To understand why the Blitz is significant and how it changed the lives of people living during WW2<br/>           To explain how WW2 impacted people in our locality<br/>           To explain what life was like as an evacuee and how we know about this.<br/>           To explain the significance of women during WW2 and how this changed the lives of women in the future<br/>           To explain the lives of people fighting during WW2 and those who were at home.<br/>           To compare and contrast the people with each other as well as to modern lives.<br/>           To explain how the conflict compares to those from other time periods</p> | <p style="text-align: center;"><u>Geography</u></p> <p>To describe and understand how mountains are formed.<br/>           To identify and explain the 3 main types of mountain.<br/>           To describe and understand why volcanoes erupt.<br/>           To describe and understand what an Earthquake is and why they occur.<br/>           To understand the hazards from physical environments and their management.<br/>           To explain why people choose to live in hazardous environments such as volcanic areas.</p> <p><b>Geographical Skills</b><br/>           To use four and six figure grid references.<br/>           To use and OS map symbols and atlas symbols.<br/>           To describe height and slope from a map.<br/>           To read and compare map scales.</p> | <p style="text-align: center;"><u>History</u></p> <p>To identify the significant features of the Olympic Games over time.<br/>           To sequence key changes to the Olympic Games over time.<br/>           To give reasons why particular changes to the Olympic Games are significant.<br/>           To talk about the equality of the Olympic Games, drawing conclusions and using a range of evidence to inform my discussion.<br/>           To compare the Olympic Games in different time periods.</p> | <p style="text-align: center;"><u>History</u></p> <p><b>Thematic Study: Extending pupils' chronological knowledge beyond 1066/local history – Crime and Punishment</b></p> <p>To explain the main features of crime and punishment<br/>           To explain how crime changed over the years and why it changed.<br/>           To explain how crime was investigated over the years and why it changed.<br/>           To think about people's interpretation towards criminal activity changed throughout different time periods.<br/>           To analyse different sources and think about whether they are reliable.<br/>           To answer enquiry questions.</p> | <p style="text-align: center;"><u>Geography</u></p> <p>To know some common commodities that the UK imports and some things that it exports<br/>           To understand that we are linked to people in other parts of the world through trade, technology and culture<br/>           To describe how choices people make in their everyday lives affect people and places in other parts of the world<br/>           To be able to understand and describe economic activity including trade links<br/>           To understand the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical Skills</b><br/>           To locate countries studied on world maps and globes.<br/>           To identify the location of company's and distance between manufacturing plants using online maps.</p> <p style="text-align: center;">=====</p> <p style="text-align: center;"><u>Enterprise Project</u></p> <p>To develop myself and my products or services and develop a brand identity.<br/>           To pitch my initial ideas for feedback. Branding art and design.<br/>           To plan with guidance - adverts, costings, prototypes, marketing campaigns and sales.<br/>           To develop costings, marketing campaigns and sales considering where to locate a business.<br/>           To present packaging, sales, graphs, product to an invited audience.</p> |

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| Science             | <p>To understand that although we are similar in many ways, there are also differences between people.<br/>To recognise that those differences include eye colour, hair colour, height and shoe size.<br/>To recognise that offspring resemble their parents in many features.<br/>To recognise that we inherit characteristics from our parents.<br/>To recognise that offspring are different from each other and their parents.<br/>To understand that animals best suited to their environment survive to breed and pass on their characteristics to their offspring.<br/>To recognise that this process is known as natural selection.<br/>To understand that living things can change over time.<br/>To recognise that fossils provide information about some of those changes.</p> <p><b>Working Scientifically</b><br/>To collect and present data in a variety of ways.<br/>To develop research skills and interpret data.<br/>To recognise that observations can be used to support ideas.<br/>To know about the life and work of scientists who discover fossils.</p> | <p>To describe how shadows are formed.<br/>To describe how light is reflected.<br/>To explain how light sources are seen.</p> <p><b>Working Scientifically</b><br/>To make careful measurements of shadows.<br/>To describe a pattern in shadow size and distance to source.<br/>To identify and manage variables in an enquiry.<br/>To present findings and conclusions from experiments in various ways.<br/>To use results to make predictions and suggest further tests to carry out.</p> | <p>To be able to recognise fungi, plants and microbes.<br/>To name a range of living things.<br/>To observe carefully in order to identify living things.<br/>To use a branching key.</p> <p><b>Working Scientifically</b><br/>To decide on the best way to present evidence.<br/>To interpret observations and use them to develop explanations.</p> | <p>To explain how the heart functions and how blood is pumped around the body.<br/>To explain how to prevent disease by maintaining a healthy diet.<br/>To talk about the human heart, showing an understanding of what affects heart rate.</p> <p><b>Working Scientifically</b><br/>To take and record measurements.<br/>To present data in appropriate ways.<br/>To use evidence to support or refute an assertion.<br/>To analyse data and suggest how it supports ideas about a healthy diet and lifestyle.</p> | <p>To recognise symbols for some electrical components.<br/>To construct some working circuits with specified components.<br/>To suggest ways of changing the brightness of a bulb in a circuit.<br/>To draw circuit diagrams and construct circuits from diagrams using conventional symbols.</p> <p><b>Working Scientifically</b><br/>To present findings and conclusions.<br/>To plan how to investigate an idea by managing variables.<br/>To use results to make predictions and suggest further tests to conduct.</p> | <p>To know how the heart functions and how blood is pumped around the body.<br/>To explain how to prevent disease by maintaining a healthy diet.<br/>To explore the human heart, understanding what affects heart rate.</p> <p><b>Working Scientifically</b><br/>To use test results to make predictions to set up further comparative and fair tests.<br/>To record data and results using scientific diagrams and labels.</p> |

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| Art and Design / DT | <p><b>Art and Design: Drawing &amp; Textile</b><br/>Students will study Leonard Da Vinci biology/zoology and create a newly evolved animal.</p> <p>To observe and use a variety of techniques to show the effect of light on objects.<br/>To look at the effect of light on an object from different directions.<br/>To use a variety of techniques to interpret the texture of a surface.<br/>To produce increasingly accurate drawings.<br/>To introduce the concept of perspective.<br/>To work on a variety of scales and collaboratively.</p> | <p><b>Design Technology: Construction &amp; Mechanisms</b><br/>Students will build, test and evaluate an Anderson Shelter with a moveable door.</p> <p><b>Technical Knowledge:</b><br/>To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.<br/>To know how to reinforce/strengthen a 3D framework.<br/>To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> | <p><b>Art and Design: Drawing &amp; Sculpting</b><br/>Students will make clay figurines to resemble the imprints found in Pompeii from those that were buried in the molten rock from eruptions of Mount Vesuvius.</p> <p>To look at how artists using shading when sketching features of the human body. To use their sketches to model the position of the body in relations to the aftermaths of a volcano erupting.<br/>To analyse volcano images by famous artists<br/>To demonstrate a wide variety of ways to make different marks with dry and wet media.<br/>To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.<br/>To develop experiences in embellishing, pooling together experiences in texture – applique, drawing, sticking, cutting, paint, weaving, layering etc.<br/>To apply knowledge of different techniques to express feelings.</p> | <p><b>Art and Design: Drawing &amp; Printing</b><br/>Students to draw a self-portrait and vision board of future life. Students will make patterns while exploring different printing techniques.</p> <p>To observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour.<br/>To look at the effect of light on an object from different directions.<br/>To produce increasingly accurate drawings of people.<br/>To produce increasingly detailed preparatory sketches.<br/>To make sketches for a finished drawing.<br/>To explain a few techniques: the use of poly-blocks, relief, mono and resist printing.<br/>To choose the printing method appropriate to task.<br/>To be familiar with layering prints.<br/>To be confident with printing on paper and fabric.</p> | <p><b>Design Technology: Electrical Systems</b><br/>Students will apply their scientific understanding of electrical circuits to create a torch made from easily available materials and objects. They will also design and evaluate their product against set design criteria.</p> <p><b>Technical Knowledge:</b><br/>To understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors].<br/>To understand how more complex electrical circuits and components can be used to create functional products.</p> | <p><b>Design Technology: Mechanisms &amp; Textile</b><br/>Students will participate in the Fiver Challenge (4 week programme) that helps bring the business world to life. Students will get the opportunity to design, make and sell their own innovative products tot he whole school, discussing budgeting and profits.<br/>Register for the fiver challenge: <a href="https://www.fiverchallenge.org.uk/">https://www.fiverchallenge.org.uk/</a></p> <p>To 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.<br/>To investigate and analyse a range of existing products.<br/>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.<br/>To select from and use a wider range of tools and materials.<br/>To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</p> |

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| RE                        | What might the journey of life and death look like from a Christian perspective?   | Should every Christian go on a pilgrimage?  | Buddhism – What does it mean to be a Buddhist?   | How does the Christian festival of Easter offer hope?  | Christianity – How has the Christian message survived for over 2000 years?   | Who decides?   |
| Wellbeing and Citizenship | <p>To set a goal</p> <p>To understand the importance of exercise</p> <p>To explain the risks associated with alcohol</p> <p>To understand the risks associated with cannabis and volatile substance abuse</p> <p>To understand how a parliamentary debate takes place in the House of Commons <b>Link to Student Council Elections</b></p> <p>To understand explain difference and similarities. <b>Link to Anti-Bullying week</b></p> <p>To develop critical think skills about information available online. This includes thinking critically about information, people who may try to talk to you and images online.</p> <p>To explain how to keep my body and mind healthy</p> <p>To explain how and when to share feelings</p> <p>To explain a healthy lifestyle</p> |   | <p>To understand what charity is and explain why people donate to charity</p> <p>To fundraise money for a charity</p> <p>To explore the anxieties around transition</p> <p>To understand mental health and how to talk about feelings</p> <p>To understand the importance of sleep</p> <p>To understand the reasons people may be homeless</p> <p>To explain what hidden homelessness is</p> <p>To challenge stereotypes associated with homelessness</p> <p>To explain how to keep safe online</p> <p>To identify who to talk to if you are worried or scared about something</p> <p>To identify risks that they may face</p> <p>To understand what risky behaviours are</p> <p>To challenge gender stereotypes</p> |  | <p>To identify the qualities of a good friend</p> <p>To understand how to develop positive self-talk</p> <p>To explore positive friendships and explain what makes a friendship successful</p> <p>To gain basic first aid skills</p> <p>To explain who is in their family, while recognising families are different</p> <p>To understand the physical and emotional changes that happened during puberty</p> <p>To understand healthy on and offline friendships</p> <p>If covering sex education:</p> <p>To understand human reproductive system</p> <p><b>If covering FGM lessons:</b></p> <p>To understand how beauty is portrayed around the world.</p> <p>To know I have the right to say no.</p> <p><b>If you are NOT covering FGM lessons:</b></p> <p>To know the types of difficulties people with dementia may experience</p> <p>To explore ways in which communities can support people living with dementia</p> |  |
| Computing/<br>E-Safety    | <b>DIGITAL LITERACY WORKING THROUGH DB PRIMARY- ONGOING</b>  |   |  |  |  |  |
|                           | <p><u>Online Safety</u></p> <p>To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>   | <p><u>Coding with Purple Mash</u></p> <p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> | <p><u>Lego Coding Robust Structures</u></p> <p>To design, write and debug programs.</p> <p>To accomplish given goals including collecting, analysing, evaluating and presenting data</p> <p>To solve problems by decomposing them into smaller parts</p> <p><u>Lego Coding Inspection</u></p> <p>To program a device that can move on a surface.</p> <p>To test the program and make sure it has motion sensors.</p> <p>To detect and correct algorithms and program.</p> <p>To design and write a program.</p> <p>To work with variables and various forms of input and output.</p>   | <p><u>Scratch Unit 4: Game</u></p> <p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> <p>To use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</p> <p>To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> | <p><u>Film Making</u></p> <p>To search for relevant information using appropriate web browsers.</p> <p>To use a digital video camera.</p> <p>To import video files for editing.</p> <p>By the end of the unit chn will be able to plan and write a script using appropriate software</p>   | <p><u>Product development – Spreadsheets</u></p> <p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>By the end of this unit chn should be able to enter text and numbers into a spreadsheet, identify and refer to cells by row and column, begin to enter a formula, edit data, create graphs and design their own spreadsheet.</p> |

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| Music               | <u>Charanga: Model Music</u><br><u>Developing Melodic Phrases</u><br>How Does Music Bring Us Together? | <u>Charanga: Model Music</u><br><u>Understanding Structure &amp; Form</u><br>How Does Music Connect Us With Our Past? | <u>Charanga: Model Music</u><br>How Does Music Make the World a Better Place? | <u>Charanga: Model Music</u><br>How Does Music Teach Us About Our Community? | <u>Charanga: Model Music</u><br>How Does Music Shape Our Way of Life? | <u>Charanga: Model Music</u><br>How Does Music Connect Us With the Environment? |
| PE                  | <b>PERSONAL</b>  | <b>SOCIAL</b>   | <b>COGNITIVE</b>  | <b>CREATIVE</b>  | <b>PHYSICAL</b>   | <b>HEALTH &amp; FITNESS</b>   |
|                     | REAL PE Unit 1<br>FUNS 9 & 12<br><br>REAL GYM – Unit 1   | REAL PE Unit 2<br>FUNS 6 & 2<br><br>REAL GYM – Unit 2   | REAL PE Unit 3<br>FUNS 5 & 7<br><br>REAL DANCE                                | REAL PE Unit 4<br>FUNS 8 & 1<br><br>REAL DANCE                               | REAL PE Unit 5<br>FUNS 4 & 10<br><br>ATHLETICS                        | REAL PE Unit 6<br>FUNS 8 & 11<br><br>OUTDOOR GAMES - Rounders                   |
| MFL - French        | <u>Language Angels:</u><br>Phonetics 1 to 4  | <u>Language Angels:</u><br>Presenting Myself  | <u>Language Angels:</u><br>Do You Have a Pet?                                 | <u>Language Angels:</u><br>What Is The Date?<br>Weather                      | <u>Language Angels:</u><br>My House                                   | <u>Language Angels:</u><br>School   |