

Long Term Curriculum Map – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Voyage of Discovery	Bombs, Battles and Bravery	Angry Earth	Going for Gold	The good, the bad & the ugly!	Are you hired?
Humanities	<p style="text-align: center;"><u>Geography</u></p> <p>To summarise the characteristics of a desert biome. To locate and explore features of deserts. To describe the physical features of a desert environment. To explain the different ways humans can use deserts. To describe some of the threats facing deserts. To explore the similarities and differences between two physical environments.</p>	<p style="text-align: center;"><u>History</u></p> <p>Depth Study: Extending pupils’ chronological knowledge beyond 1066/local history - The Blitz: all we need to know about World War II?</p> <p>To understand why the Blitz is significant and how it changed the lives of people living during WW2 To explain how WW2 impacted people in our locality To explain what life was like as an evacuee and how we know about this. To explain the significance of women during WW2 and how this changed the lives of women in the future To explain the lives of people fighting during WW2 and those who were at home. To compare and contrast the people with each other as well as to modern lives. To explain how the conflict compares to those from other time periods</p>	<p style="text-align: center;"><u>Geography</u></p> <p>To locate the Alps on a map. To locate the key physical and human characteristics of the Alps. To describe the physical and human features of an Alpine regions. To investigate what there is to do in the local area using data collection. To understand similarities and differences between the local area and an Alpine area. To understand the human and physical geography of the Alps.</p>	<p style="text-align: center;"><u>History</u></p> <p>To identify the significant features of the Olympic Games over time. To sequence key changes to the Olympic Games over time. To give reasons why particular changes to the Olympic Games are significant. To talk about the equality of the Olympic Games, drawing conclusions and using a range of evidence to inform my discussion. To compare the Olympic Games in different time periods.</p>	<p style="text-align: center;"><u>History</u></p> <p>Thematic Study: Extending pupils’ chronological knowledge beyond 1066/local history – Crime and Punishment</p> <p>To explain the main features of crime and punishment To explain how crime changed over the years and why it changed. To explain how crime was investigated over the years and why it changed. To think about people’s interpretation towards criminal activity changed throughout different time periods. To analyse different sources and think about whether they are reliable. To answer enquiry questions.</p>	<p style="text-align: center;"><u>Geography</u></p> <p>To develop an enquiry question. To determine the most effective data collection methods for fieldwork. To plan a route for a fieldwork trip (in or out of school) To collect data to answer the enquiry question. To determine an answer to the enquiry question. To present my findings.</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. To pitch my initial ideas for feedback. Branding art and design. To plan with guidance - adverts, costings, prototypes, marketing campaigns and sales. To develop costings, marketing campaigns and sales considering where to locate a business. To present packaging, sales, graphs, product to an invited audience.</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p>Science</p>	<p>To understand that although we are similar in many ways, there are also differences between people. To recognise that those differences include eye colour, hair colour, height and shoe size. To recognise that offspring resemble their parents in many features. To recognise that we inherit characteristics from our parents. To recognise that offspring are different from each other and their parents. To understand that animals best suited to their environment survive to breed and pass on their characteristics to their offspring. To recognise that this process is known as natural selection. To understand that living things can change over time. To recognise that fossils provide information about some of those changes.</p> <p><u>Working Scientifically</u> To collect and present data in a variety of ways. To develop research skills and interpret data. To recognise that observations can be used to support ideas. To know about the life and work of scientists who discover fossils.</p>	<p>To describe how shadows are formed. To describe how light is reflected. To explain how light sources are seen.</p> <p><u>Working Scientifically</u> To make careful measurements of shadows. To describe a pattern in shadow size and distance to source. To identify and manage variables in an enquiry. To present findings and conclusions from experiments in various ways. To use results to make predictions and suggest further tests to carry out.</p>	<p>To be able to recognise fungi, plants and microbes. To name a range of living things. To observe carefully in order to identify living things. To use a branching key.</p> <p><u>Working Scientifically</u> To decide on the best way to present evidence. 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. To explain how to prevent disease by maintaining a healthy diet. To talk about the human heart, showing an understanding of what affects heart rate.</p> <p><u>Working Scientifically</u> To take and record measurements. To present data in appropriate ways. To use evidence to support or refute an assertion. To analyse data and suggest how it supports ideas about a healthy diet and lifestyle.</p>	<p>To recognise symbols for some electrical components. To construct some working circuits with specified components. To suggest ways of changing the brightness of a bulb in a circuit. To draw circuit diagrams and construct circuits from diagrams using conventional symbols.</p> <p><u>Working Scientifically</u> To present findings and conclusions. To plan how to investigate an idea by managing variables. 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. To explain how to prevent disease by maintaining a healthy diet. To explore the human heart understanding what affects heart rate.</p> <p><u>Working Scientifically</u> To use test results to make predictions to set up further comparative and fair tests. To record data and results using scientific diagrams and labels.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art and Design / DT	<p>Art and Design: Drawing & Textile 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. To look at the effect of light on an object from different directions. To use a variety of techniques to interpret the texture of a surface. To produce increasingly accurate drawings. To introduce the concept of perspective. To work on a variety of scales and collaboratively.</p>	<p>Design Technology: Construction & Mechanisms Students will build, test and evaluate an Anderson Shelter with a moveable door.</p> <p>Technical Knowledge: To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To know how to reinforce/strengthen a 3D framework. To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p>	<p>Art and Design: Drawing & Sculpting 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. To analyse volcano images by famous artists To demonstrate a wide variety of ways to make different marks with dry and wet media. To manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. To develop experiences in embellishing, pooling together experiences in texture – applique, drawing, sticking, cutting, paint, weaving, layering etc. To apply knowledge of different techniques to express feelings.</p>	<p>Art and Design: Drawing & Printing 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. To look at the effect of light on an object from different directions. To produce increasingly accurate drawings of people. To produce increasingly detailed preparatory sketches. To make sketches for a finished drawing. To explain a few techniques: the use of poly-blocks, relief, mono and resist printing. To choose the printing method appropriate to task. To be familiar with layering prints. To be confident with printing on paper and fabric.</p>	<p>Design Technology: Electrical Systems 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>Technical Knowledge: To understand and use electrical systems in their products [e.g. series circuits incorporating switches, bulbs, buzzers and motors]. To understand how more complex electrical circuits and components can be used to create functional products.</p>	<p>Design Technology: Mechanisms & Textile 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 to the whole school, discussing budgeting and profits. Register for the fiver challenge: https://www.fiverchallenge.org.uk</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. To investigate and analyse a range of existing products. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. To select from and use a wider range of tools and materials. 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>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Me and My Relationships Assertiveness Cooperation Safe/unsafe touches Positive relationships	Valuing Difference Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Keeping Safe Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Rights and Respect Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Being My Best Aspirations and goal setting Managing risk Looking after my mental health	Growing and Changing Coping with changes Keeping safe Body image Sex education Self-esteem
Computing	Computing Systems and Networks – Communication and Collaboration To explain the importance of internet addresses To recognise how data is transferred across the internet To explain how sharing information online can help people to work together To evaluate different ways of working together online To recognise how we communicate using technology To evaluate different methods of online communication	Creating Media – Web Page Creation To review an existing website and consider its structure To plan the features of a web page To consider the ownership and use of images (copyright) To recognise the need to preview pages To outline the need for a navigation path To recognise the implications of linking to content owned by other people	Programming A – Variables in Games To define a ‘variable’ as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project	Data and Information – Introductions to Spreadsheets To create a data set in a spreadsheet To build a data set in a spreadsheet To explain that formulas can be used to produce calculated data To apply formulas to data To create a spreadsheet to plan an event To choose suitable ways to present data	Creating Media – 3D Modelling To recognise that you can work in three dimensions on a computer To identify that digital 3D objects can be modified To recognise that objects can be combined in a 3D model To create a 3D model for a given purpose To plan my own 3D model To create my own digital 3D model	Programming B – Sensing Movement To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use a conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device
Music <u>Charanga: English Model Music</u>	Music and Technology Understanding Music: Tempo: Adagio — at a slow speed (66bpm) Time signature: 2/4 — there are two crotchet beats in a bar Key signature: C major — there are no sharps or flats in the key signature Rhythmic patterns: Minims, crotchets, quavers and semiquavers Improvise Together: Time signature: 2/4	Developing Ensemble Skills Understanding Music: Tempo: Adagio — at a slow speed (66bpm) Time signature: 3/4 — there are three crotchet beats in a bar Key signature: A minor — there are no sharps or flats in the key signature Rhythmic patterns: Minims, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers Improvise Together: Time signature: 2/4 Key signature: C major Notes: C, D, E, F, G, A, B	Creative Composition Understanding Music: Tempo: Adagio — at a slow speed (68bpm) Time signature: 4/4 — there are four crotchet beats in a bar Key signature: D major — there are two sharps in the key signature (#) Rhythmic patterns: Minims, dotted crotchets, crotchets, quavers and semiquavers Improvise Together:	Musical Styles Connect Us Understanding Music: Tempo: Moderato — at a moderate speed (116bpm) Time signature: 5/4 — there are five crotchet beats in a bar Key signature: G major — there is one sharp in the key signature (#) Rhythmic patterns: Minims, dotted crotchets, crotchets and quavers Improvise Together: Time signature: 2/4 Key signature: C major Notes: C, D, E, F, G, A, B	Improvising with Confidence Understanding Music: Tempo: Andante — at a walking pace (76bpm) Time signature: 6/8 — there are six quaver beats in a bar Key signature: D minor — there is one flat in the key signature (b) Rhythmic patterns: Minims, dotted crotchets, crotchets and quavers Improvise Together: Time signature: 5/4	Farewell Tour Understanding Music: Tempo: Adagio — at a slow speed (66bpm) Time signature: 2/4 — there are two crotchet beats in a bar Key signature: C major — there are no sharps or flats in the key signature Rhythmic patterns: Minims, crotchets, quavers and semiquavers Improvise Together: Time signature: 5/4

	Key signature: C major Notes: C, D, E, F, G, A, B		Time signature: 2/4 Key signature: C major Notes: C, D, E, F, G, A, B		Key signature: G major Notes: G, A, B, C, D, E, F#	Key signature: G major Notes: G, A, B, C, D, E, F#
	<p>Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>					
PE	Netball To develop attacking skills to maintain possession. To use a variety of attacking skills to lose a defender. To move into and create space to support a teammate. To use defending skills to gain possession.	Gymnastics To develop the straddle, forward and backward roll. To develop rolling into sequence work and on apparatus. To develop counter balance and counter tension into sequence work with apparatus. To develop jumps and explore the effect of height. To explore jump sequence work with consideration of performance tools. To develop inverted movements with control. To use flight from hands to travel over apparatus. To create a group sequence using formations and apparatus. To create a contrasting group sequence using formations and apparatus.	Dance To copy and repeat a dance phrase showing confidence in movements. To work with others to explore and develop the dance idea. To use changes in dynamics in response to the stimulus. To demonstrate a sense of rhythm and energy when performing bhangra style motifs. To perform a bhangra dance, showing an awareness of timing, formations and direction. To select, order, structure and perform movements in a bhangra style, showing various group formations.	Tennis To develop placement of the ball using a forehand. To develop placement using a backhand. To develop the volley and understand when to use it. To employ tactics when playing with a partner. To develop accuracy and consistency using the underarm serve. To apply rules, skills and principles to play against an opponent.	Fitness To develop an awareness of what your body is able to do. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination. To develop agility. To develop balancing with control.	Dance To develop a dance phrase using actions, dynamics, space and relationships. To copy and create actions with consideration to stimulus. To use choreographic devices to improve the aesthetics of a performance. To copy and repeat a phrase of movement in the 1970s disco style. To choreograph a freeze frame montage in the 1970s style. To use feedback to develop and refine a 1970s dance performance.
	<u>PSD – Handball</u> To use attacking skills to maintain possession under pressure. To select the appropriate skill to create space, move towards goal and away from defenders. To select and apply the appropriate skill to score goals. To use defending skills to prevent an opponent from scoring. To use the appropriate defensive technique for the situation.	<u>PSD – Basketball</u> To demonstrate attacking skills with control under pressure. To move into and create space to support a teammate. To choose when to pass and when to dribble. To use the appropriate defensive technique for the situation. To develop shooting technique and make decisions about when to pass, dribble or shoot. To apply principles, rules and tactics to a tournament.	<u>PSD – Football</u> To maintain possession when attacking. To apply attacking skills with control under pressure. To select the appropriate skill, choosing when to pass and when to dribble. To move into and create space to support a teammate. To use the appropriate defensive technique for the situation. To apply rules, skills and principles to play in a tournament.	<u>PSD – Rugby</u> To select the appropriate skill, choosing when to run and when to pass. To move into space to support a teammate abiding by the rules. To use defending skills to gain possession. To work as a defending unit to prevent attackers from scoring. To use a variety of attacking skills to beat a defender. To apply rules, skills and tactics learnt to play in a tournament.	<u>PSD – Athletics</u> To develop my own and others sprinting technique. To identify a suitable pace for the event. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of	<u>PSD – Rounders</u> To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game.

	To apply rules, skills and principles to play in a tournament.			measuring, timing and recording.	To apply skills and knowledge to compete in a tournament.
MFL – French <u>Language Angels</u>	<p><u>At School</u> Pupils learn the nouns and definite articles/determiners for 10 school subjects in French. Pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects.</p> <p><u>Healthy Lifestyles</u> Pupils learn the nouns and articles/determiners for 10 'healthy' and 10 'less healthy' foods, along with the 1st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. Pupils will be able to say what they eat and do not eat, and drink and do not drink to stay healthy.</p>	<p><u>At the Weekend</u> Pupils will learn 10 phrases for activities they may do at the weekend. They will be extended on telling the time and opinions/justifications.</p> <p><u>Habitats</u> Pupils will present both orally and in written form about various plants and animals that live in five very different habitats. Pupils will be able to detail the specific adaptations of each animal so it can thrive in its habitat.</p>	<p><u>Vikings</u> Pupils will be taught the skills to describe themselves as a character from the Viking period, exploring the vocabulary, adjectives and grammar involved in character and physical descriptions.</p> <p><u>Me and The World</u> Pupils will learn about other countries around the globe including currencies, flags, cultural traditions and celebrations of those countries.</p>		