


## Year 6 Curriculum Map 2024-2025 (to be reviewed July 2025)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<b>Shackleton's Journey</b>  <i>Persuasive letter, poetry, diary entry, speech</i>	<b>Kensuke's Kingdom</b>  <i>Balanced argument, character description, visual techniques, instructional text, biography (science)</i>	<b>Pig Heart Boy</b>  <i>Descriptive writing, explanation, review, newspaper article, debate</i>	<b>Holes</b>  <i>Poetry, leaflet, wanted poster, playscript, non-chronological report</i>	<b>Floodlands</b>  <i>Creative writing (Narrative), poetry, PEE paragraphs</i>	<b>Play</b>  <i>Recount (trip), procedure (D&amp;T) and scientific experiment</i>
Mathematics	<b>Place value Addition, Subtraction, Multiplication, Division</b>	<b>Fractions Converting Units</b>	<b>Ratio Algebra Decimals Fractions, Decimals &amp;...</b>	<b>...Percentages Perimeter, Area &amp; Volume Statistics</b>	<b>Shape Position &amp; Direction</b>	<b>Investigation &amp; Problem Solving</b>  <b>Transition Year 7 Reinforcing Skills</b>
Science	<b>Living things and their habitats</b> 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 Give reasons for classifying plants and animals based on specific characteristics.	<b>Evolution and inheritance</b> 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.	<b>Light</b> 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.	<b>Animals including Humans</b> 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	<b>Electricity/Inventors</b> 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.  <b>KS2 review</b>	
Computing	<b>Advanced skills with Google Classroom</b>	<b>Python, random numbers and colour mixing</b>	<b>Inputting information and data via HTML</b>	<b>Computer Science and electronics</b>	<b>Coding games with simulated gravity</b>	<b>Advanced game development</b>

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<p style="text-align: center;"><b>History Theme</b></p>		<p style="text-align: center;"><b>The Second World War</b></p> <p style="text-align: center;">1939-1945</p> <ul style="list-style-type: none"> <li>• What events led to the outbreak of WW2?</li> <li>• What was “appeasement?”</li> <li>• Who was Winston Churchill; Why do we remember him?</li> </ul> <p>How did World War Two affect children in Britain?</p> <p>Why do we remember the Kindertransport?</p> <p>Why were the D-Day landings successful?</p> <p>What did it take for the war to come to an end?</p>		<p style="text-align: center;"><b>Crime &amp; Punishment</b></p> <p>Grasp the long arc of time via a broad sweep of 1000 years since 1066</p> <ul style="list-style-type: none"> <li>• How were criminals punished 800 years ago, and how do we know?</li> <li>• What does the legend of Robin Hood tell us about medieval justice?</li> <li>• More of the same? How did crimes and punishments change between 1500 and 1750?</li> <li>• Why did punishments become so bloody in the 18th century?</li> <li>• Why did so much change happen in the 19th century?</li> <li>• Has the way we catch and punish criminals improved that much in the last 100 years?</li> </ul>		<p style="text-align: center;"><b>The Maya</b></p> <p style="text-align: center;">900 - 1500s</p> <p>Identify <b>similarities and differences</b> with the Maya civilisation and other ancient civilisations <b>making connections</b> with the Mayans influence on governance, mathematics, writing and religion.</p> <p>Place the development of the Maya civilisation into context within a world setting; contrast with contemporary developments in Britain; compare the history and effects of invasion in both areas and the survival of the Maya and Anglo-Saxon culture.</p>
<p style="text-align: center;"><b>Geography Theme</b></p>	<p style="text-align: center;"><b>Agriculture, Land Use &amp; Farming</b></p> <p>Focus on UK and compare with other regions around the world</p> <ul style="list-style-type: none"> <li>• Identify different types of farming in the UK</li> <li>• Analyse land use patterns of the UK</li> <li>• Compare changes over time to agricultural methods/technology in the UK</li> <li>• To identify the pros and cons of a farmer's life</li> </ul>		<p style="text-align: center;"><b>Development - In depth focus on South Africa</b></p> <p>Children study the human and physical geography of SA, the link to UK and farming. Study and analyse HDI and GDP.</p> <ul style="list-style-type: none"> <li>• To understand and describe the terms GDP and HDI</li> <li>• To compare developing and developed countries</li> <li>• To compare the UK to South Africa</li> <li>• To analyse and interpret a range of graphs related to standard of living</li> <li>• To identify relationships between natural resources and the economy</li> </ul>		<p style="text-align: center;"><b>Renewable Energy and Recycling – Project in Local Area</b></p> <p style="text-align: center;">Fieldwork – visit local recycling centres. What are local people recycling? Compare this with other regions of the UK and contrast this with countries around the world.</p> <ul style="list-style-type: none"> <li>• To identify the natural resources of the UK</li> <li>• To locate renewable energy sources in the UK</li> <li>• To plan and conduct a recycling project</li> <li>• To research a range of industries in the UK such as the steel, glass and concrete industries.</li> </ul>	<p style="text-align: center;"><b>??????</b></p> <p>Geographical Skills (KS review)</p> <p>Use maps etc.</p> <p>Use the compass, grid references, symbols and key (including of OS maps)</p> <p>Use fieldwork</p> <p>Locate the world's countries: environmental regions, key physical and Human characteristics, major cities.</p>

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<p style="text-align: center;"><b>Art / D&amp;T</b></p>	<p style="text-align: center;"><b>Art</b> <b>Art and Design Skills</b></p> <p>Painting and mixed media: artist study Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.</p>	<p style="text-align: center;"><b>D&amp;T</b> <b>Controllable Cars</b></p> <p>Chn to design and create electronic car, Research different car designs and different electrical systems on a car. Chn to create framework using wood and join. Create an electric motor.</p> <p style="text-align: center;"><b>SUMMER 2???</b></p>	<p style="text-align: center;"><b>Art</b> <b>Drawing and Sculpture:</b></p> <p>Make my voice heard Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message</p>	<p style="text-align: center;"><b>D&amp;T</b> <b>Funfairs</b></p> <p>Research different fairground rides. Children to design and create fairground rides using model kits and recycled materials. They will look at mechanisms that use gears, pulleys, handles, axles and springs to create movement</p>	<p style="text-align: center;"><b>Art</b> <b>Still Life:</b> <b>Making memories</b></p> <p>Creating a variety of still life pieces influenced by different artists, using a range of media and showcasing work in the form of a memory box.</p> <p style="text-align: center;"><b>Mayan art and sculpture?????</b></p>	<p style="text-align: center;"><b>D&amp;T</b> <b>International Recipes</b></p> <p>Children will gain an understanding of where food comes from and how it is produced. They will research design a meal based on a world cuisine and seasonality</p> <p style="text-align: center;"><b>SPRING TERM – South African context???</b></p>
<p style="text-align: center;"><b>RE</b></p>	<p style="text-align: center;"><b>Buddhism</b> (Sacred Texts, Beliefs and Practices) (Festivals, cultures, Places of worship)</p>		<p style="text-align: center;"><b>Sikhism</b> (Sacred Text, beliefs and practices) (Festivals, cultures, Places of worship)</p>		<p style="text-align: center;"><b>Interfaith</b> Theme: Death and Dying Compare Christianity, Judaism, Islam, Hinduism, Buddhism, Sikhism.</p>	
<p style="text-align: center;"><b>PHSE</b></p>	<p><b>Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>-To identify long term goals and how to work towards them</li> <li>- To use mindfulness to manage emotions</li> <li>- To understand and plan for a healthy lifestyle</li> <li>- To understand the potential impact of technology on physical and mental health</li> <li>- Understand ways that we help prevent ourselves and others becoming ill</li> </ul>	<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>- To understand human rights, including the right to education</li> <li>- To understand some environmental issues relating to food</li> <li>- To understand how to show care and concern for others</li> <li>- To recognise prejudice and discrimination and learn how this can be challenged/ To understand diversity and the value different people bring to a community</li> <li>- To begin to understand how government works</li> </ul>	<p><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>- To understand attitudes and feelings around money</li> <li>- To begin to understand the risks associated with gambling</li> <li>- To understand the range of jobs people might do</li> </ul> <p><b>Identity</b></p> <ul style="list-style-type: none"> <li>- To understand what factors contribute to identity</li> <li>- To understand gender identity and sexual orientation</li> <li>- To understand that the media manipulates images</li> </ul>	<p><b>Family and Relationships</b></p> <ul style="list-style-type: none"> <li>- To understand what we mean by respect and why it is important</li> <li>- To explore other people's attitudes and ideas and to begin to challenge these</li> <li>- To understand stereotypes and be able to share information on them</li> <li>- To resolve disputes and conflict through negotiation and compromise</li> <li>- To begin to understand the process and emotions relating to grief</li> </ul>	<p><b>Safety and the Changing Body</b></p> <ul style="list-style-type: none"> <li>- To begin to understand the risks of alcohol and drugs</li> <li>- To understand that online relationships should be treated in the same way as face to face relationships</li> <li>- First aid: To understand how to help someone who is choking.</li> <li>- First aid: To understand how to help someone who is unresponsive</li> </ul>	<p><b>Safety and the Changing Body</b></p> <ul style="list-style-type: none"> <li>- To understand the changes that happen during puberty</li> <li>- To understand the biology of conception</li> <li>- To understand the development of the baby during pregnancy</li> </ul>
<p style="text-align: center;"><b>Class PE</b></p>	<p style="text-align: center;"><b>Swimming</b></p>	<p style="text-align: center;"><b>Cricket with Coach Ray</b></p>	<p style="text-align: center;"><b>Dance</b></p>	<p style="text-align: center;"><b>Orienteering</b></p>	<p style="text-align: center;"><b>Tag Rugby</b></p>	<p style="text-align: center;"><b>Cricket with Coach Ray</b></p>

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PE with Coaches	Basketball and Netball	Gymnastics	Football	NET/Wall Games	Athletics	Tennis and Badminton
MFL - French	<b><i>La rentrée des classes</i></b> Dates and times – the weather – the school day ‘to be/have’, ‘I am going to...’, ‘I like/do not like...’ Greetings <b>Christmas in France</b>		<b><i>La francophonie</i></b> French speaking countries At the restaurant – sports - animals ‘le’ and ‘la’, describing people/transport <b>Easter in France</b>		<b><i>Les métiers</i></b> Jobs – places of work – clothing Writing questions and negative sentences. Past, present and future <b>The geography of France</b>	
Music	<b>Singing focus</b> <b>Rounds</b> <b>Composer of the month</b> <b>George Gershwin</b>	<b>Christmas show – preparing for a concert</b> <b>BHM: learning about famous musicians, e.g. Samuel Coleridge Taylor</b>	<b>Music technology</b> <b>Composing</b> <b>Using Bandlab</b> <b>Creating music for adverts</b> <b>Composers of the term</b> <b>Handel</b>	<b>Composing Activities and Composers of the term</b>  <b>Listening to compose using Sibelius</b>	<b>Performing together – developing accompaniment, improving articulation and expressive singing</b>	<b>Preparing for Leavers’ Assembly</b>  <b>(School production)</b>