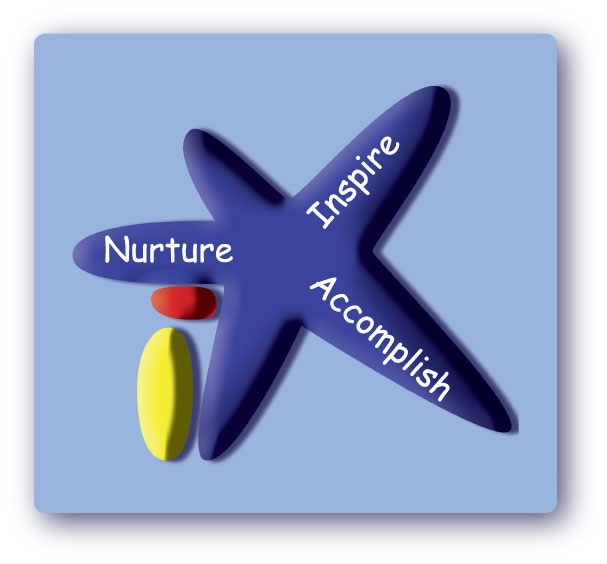
Curriculum Map for Year 6 2021\_2022

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| **Yearly objectives:**  Highlight to show which term they will be focused on.  AUTUMN SPRING SUMMER | Autumn | Spring | Summer |
| **Topic/Theme:** | War through the ages from 1066 | SATs Prep | South America |
| **Literacy:** | **Text**  **Fiction – Aveline Jones**  **Fiction – Room 13**  **Poetry – Christmas – Haiku/Tanka/Renga**  **Genres:**  Diary entry – Aveline Jones  Description – Room13  Mystery Short Narrative - Opening - Room13  Non-Chron – feature article - Whitby - Room 13  Recount - flashback– Year 6 residential | **Text**  **Fiction – Star of Fear. Star of Hope**  **Genres:**  Story set in conflict  Letters  Diary entries  Poetry  Non-Chron  All based on WW2 | **Text**  **Fiction – The Explorer**  **Non-fiction – South America**  **Genre:**  Non-Chron – South America  Diary – The Explorer  Non-chron - simple – SA  Instructions- directions – SA  Leaflet – SA |
| **Class Novel –** Ghost of Gosswater | **Class Novel –**  The stormkeepers Island | **Class Novel –**  Rooftops |
| **Maths:** |  |  |  |
| **History & Geography:**  **GEOGRAPHY:**  YEAR 6 SKILLS/PROGRAMME OF STUDY:   * Locate and name the continents and oceans on a World Map. * On a world map locate the main countries in South America – concentrating on their environmental regions, key physical and human characteristics, countries and major cities. * Linking with local history, map how land use has changed in the local area over time. * Identify the significance of the Equator, Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. * Understand Geographical similarities and differences through a study of human and physical geography of a region – within a region of South America. * Describe and understand key aspects of: physical geography including biomes and vegetation belts. * Describe and understand key aspects of: human geography – distribution of natural resources focusing on energy, food, minerals and water . * Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. * Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries including South America. * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.   **HISTORY:**  PURPOSE & AIMS (SKILLS) – KS2   * Develop a chronologically secure knowledge and understanding. * Develop the appropriate use of historical terms. * Know and understand significant aspects of history: nature of ancient civilisations; expansion and dissolution empires; characteristic features of past non-european societies; achievements & follies of mankind. * Gain historical perspective by placing their growing knowledge into different contexts. * Ask questions about change, cause, similarity and difference and significance. * Note connections, contrasts and trends over time. * Establishing clear narratives within and across periods of study. * Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this. * Understand the methods of historical enquiry, how evidence is used to make historical claims, & discern how and why contrasting arguments and interpretations of the past have been constructed. * Regularly address and sometimes devise historically valid questions, * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.   PROGRAMME OF STUDY – YEAR 6   * A local history study. * A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. | World War through the ages 1939 - 1945  1. What are the different types of conflict?  2. Who should rule - King or Parliament?  3. WW1 - Why did it happen? Where did it take place? Who was involved? What made it different?  4. What was trench warfare like?  5. Why did WW1 end and what effect did it have on the world?  6. If the First WW was so horrific why did Britain go to war again just 20 yrs later?  7. How was Britain able to stand firm against the German threat?  8. What is propaganda and how was it used in WW2?  9. Why did the war end and did people of our local area celebrate VE day?  Key Vocab:  Conflict, warfare, propaganda, trench, Parliament, rule, effect, war, VE, threat | Geography –   * **Revisit the continents and oceans on a world map.** * **Locate the equator, northern and southern hemisphere, the tropics of Cancer and Capricorn and artic and Antarctic circle.** *Identify the significant.* * **Describe and understand key aspects of physical geography.** *Including biomes and vegetation belts.* * **Describe and understand key aspects of human geography.** *Distribution of natural resources focusing on energy, food, minerals and water* ***(salt works– local study).***   **Local area study – Northwich**   * **Use fieldwork to observe, measure and record the human and physical features in the Northwich area using a range of methods, including sketch maps, plans and graphs, and digital technologies.** * **Extend to 6 figure grid references with teaching of latitude and longitude in depth -** *maps of Northwich* | **South America**   * **Use maps to locate South America –** *Recap North America and its location in comparison.* * **Use maps to locate the main countries in South America.** * **Look at the environmental regions, key physical and human characteristics with the countries and major cities.** Make comparisons with North America.   **Key Vocab**  Main countries –environmental regions, physical and human characteristics, major cities. Vocab – Equator, N &S hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle. |
| **ICT/Computing:**  YEAR 6   * To continue to develop typing speed and accuracy to develop competency in typing * To understand the purpose of and use independently a range of different technology. * To make choices about when to use technology, which piece(s) of technology to use, which software/tools they are going to use on the technology and be able to explain their choices to others. •To check plausibility of information from a variety of sources on the same topic (e.g. WW1 information produced online) * To use a range of sources to check validity and recognise different viewpoints and the impact of incorrect data. * To understand plagiarism and the importance of acknowledging sources * Communicating and collaborating online (E-safety) * To use appropriate forms of communication to, share information or ideas * To use tools to help them design and create a web based application for smart phones/tablets, giving consideration to the market/audience for their application. * To create websites for a specific purpose and improve these sites. * To use technology to help them present their work, showing an increasing degree of skill and using advanced features of software and tools. * To select tools which they can use to help them achieve a specific aim and justify these choices to others. * Understand the importance of evaluation and adaptation of individual features to enhance the overall product. * To use technology to electronically compose music or sounds including creating melodies and save these as audio files. (Audacity) * To begin to recognise the different layers of sound in a professional broadcast and use technology to record and manipulate music/sound refining for a given audience or project (2013-14 onwards) * To use technology to create motion animations and add audio and video effects to these animations. (Swish Max/Flash) * To use a computer to add complex effects to photographs and to preform common photograph edits (e.g. red eye removal) * To compare different image creation and editing tools and select the most appropriate tool to use, justifying their choices. * To independently take photographs and record video taking into account the audience and/or purpose for the image/video. * To continue to use, search, enter data into and create their own databases. * To continue to use technology, including spreadsheets to create graphs and present data in different ways. To be able to design, construct, evaluate and modify simple models i.e. enter data, enter formulae, copy cells and use simple formatting in a spreadsheet. * To use a spreadsheet to draw a graph to show data * To understand that ICT allows quick and easy changes to be made to different variables once a spreadsheet is set up. Talk about how the spreadsheet helps them to manipulate a model easily * To continue to develop their understanding of how computer and technology works and how computers process instructions and commands, including the use of coding languages. (Python) * To use assisted programing software to create basic software which interacts with external controllers, and elements on screen, creating algorithms and using logic and calculations. (Scratch) * To use assisted programing software to more complex software which interacts with external controllers, and elements on screen, creating algorithms and using logic and calculations. (2013-14 onwards Raspberry Pi) * To control an on screen icon using text based programing, including writing complex written algorithms which involve sensors. (Scratch) * To begin to write simple scripts in an international recognised coding language (2013-14 onwards Python) | Purple Mash Units:  Coding  Online Safety | Purple Mash Units:  Blogging  Networks | Purple Mash Units:  Spreasheets |
| **Science:**  **YEAR 6:**  **WORKING SCIENTIFICALLY:**   * Identifying scientific evidence that has been used to support or refute ideas or arguments. * Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. * Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. * Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. * Using test results to make predictions to set up further comparative and fair tests. * Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.   **LIVING THINGS AND THEIR HABITATS:**   * 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.   **ANIMALS INCLUDING HUMANS:**   * 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.   **EVOLUTION AND INHERITANCE:**   * 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.   **LIGHT:**   * 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.   **ELECTRICITY:**   * 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. | **Inheritance and Evolution**   * 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.   Charles Darwin autobiography  Mary Anning research  **Key Vocab: Offspring, inheritance, variations, adaption, habitat, environment** | **Light and electricity**   * 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.   Science instructions for a periscope (Independent)  Investigating shadows  UCAN opportunity to make light boxes.   * 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.   Make circuits.  UCAN opportunity  **Key Vocab: Light, light source, reflection, incident ray, reflected ray, the law of reflection**  **Circuits, symbol, cell/battery, current, amps, voltage, resistance, electrons** | **Living things and their habitats**  **Animals including humans**   * 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.   Use ipads/laptops to group characteristics  Forest school area to classify plants.   * 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.   UCAN opportunity for human circulatory system  **Key Vocab: Circulatory system, heart, blood vessels, oxygenated blood, deoxygenated blood** |
| **Scientist of the term:**  Charles Darwin | **Scientist of the term:**  Benjamin Franklin | **Scientist of the term:**  Mollie Beattie |
| **PSED (Also see whole school global calendar)** | **British Values –**  Mutual respect  meeting and supporting buddies | **British Values –**  Individual liberty, E-safety posters | **British Values –**  Law & democracy |
| **Health & Wellbeing –**  Building relationships: Menai teamworking/Anti-bullying & Homphobia (LGBT)  Learning simple first aid - like how to make a sling or put somebody in the recovery position. It would be an important skill in times of war. Maybe invite St Johns ambulance or Red Cross? | **Health & Wellbeing –**  New Years resolutions/E-safety week/SRE | **Health & Wellbeing –**  Keeping our teeth healthy/Sport day preparation |
| **Global & local community –**  Diwali/Christmas | **Global & local community –**  Fairtrade/Chinese New year/Easter/World book week | **Global & local community –**  Cultural diversity |
| Wonderful Me: Our Social Media Selves Pupils consider why people may present their life in a different way on social media and the impact this can have on other people  British Values The children to identify how they can make a positive contribution to the community. Children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society. | People Around Me: Resolving Conflict Pupils learn about how conflict can arise and the steps that can be taken to resolve it or prevent it, creating a resolution guide  Resilience: What can I be? By pondering different meanings of the question ‘What do I want to be when I grow up?’, pupils focus on what is important to them | Meaning and Purpose: Toolbox Reflecting on the different resilience strategies they have come across in the past, pupils create a resilience toolbox to help prepare them for any challenge  Transition Children begin to think about moving to high school. Children consider how the school day will change, timetables, organisation, new friendships and handling different emotions including worries. They also think about saying goodbye to friends, teachers, school community. |
| **Arts & Design:**  **YEAR 6 ART:**   * Use sketch books to record observations and review and revisit ideas responding to advice from others to improve design. * Improve their mastery of art and design techniques by confidently using a range of different materials. * To continue to learn about great artists, architects and designers in history.   **YEAR 6 DESIGN & TECHNOLOGY:**   * Design: Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * Make: Independently and confidently select from and use a wide range of tools and equipment to perform practical tasks. * Make: Independently and confidently, select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. * Evaluate: Understand how key events and individuals in design and technology have helped shape the world. * Technical Knowledge: Apply their understanding of computing to program, monitor and control their products. * Cooking and Nutrition: Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. * Cooking and Nutrition: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques confidently and mainly independently.   **YEAR 6 MUSIC:**   * Independently understand the history of music * To perform in solo and ensemble contexts using their voices with some accuracy, fluency control and expression. * To compose music for a range of purposes using the inter-related dimensions of music * To use and understand staff and other musical notations * To listen with attention to detail and independently recall sound with increasing aural memory. * To appreciate and understand a wide range of high quality live and recorded * Music drawn from different traditions. * To appreciate and understand a wide range of high quality live and recorded * Music drawn from great composers and musicians | Art – Sculpting linked to History ‘War through the ages’ sculpting poppy flowers using a range of materials including clay and metal wires.  Artist – Paul Cummins  DT – Embroidery linked to War through the ages topic in History – Handkerchiefs  **Vocabulary**  seam, seam allowance, wadding, reinforce, right  side, wrong side, hem, template, pattern  pieces, name of textiles and fastenings used,  pins, needles, thread, pinking shears,  fastenings, back stitch, running stitch,  embroidery, embellish.  Autumn 1 – Happy (Pop/Motown)  Autumn 2 - Classroom Jazz 2 (Jazz/Latin/Blues) | **Art –** Screen Printing linked to the Romeo and Juliet Period. Thinking about the tapestry designs in the ballroom of the Capulet house.  **Artist - TBA**  **DT – Frame Structures**  **Vocabulary** frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent  Spring 1 – Benjamin Britten (Western Classical/Gospel/Bhangra  Spring 2 – You’ve got a Friend (The music of Carole King) | **Art –** Rainforest art based on the work of **Henry Rousseau –** exploring layering and using a range of medium to consider textures and shading.  **Artist – Henry Rousseu**  **DT – Electrical Systems**  Summer 1 – Music and Me (Contemporary, music and identity)  Summer 2 – Reflect/Rewind/Replay (Year 6 choice) |
| **PE:**  YEAR 6:   * To swim between 5 and 100m and keep swimming for 45 – 90 seconds * To use three different strokes, swimming on both front and back * To control breathing * To swim confidently and fluently on the surface and under water * To solve specific problems and challenges as part of a group * To recognise how swimming affects the body and pace efforts to meet challenges * To suggest activities to improve personal performance * Perform skills with greater speed, fluency and accuracy in invasion, striking and net games. * Understand, choose and apply a range of tactics and strategies for defence and attack. * Know the importance and types of fitness and how playing games contributes to a healthy lifestyle. * Develop their ability to evaluate their own and others’ work, and to suggest ways to improve it. * To work creatively and imaginatively, independently and in groups/pairs * To perform expressively and sensitively * To perform dances fluently and with control * To warm up/cool down independently * To understand how dance can improve health * To use appropriate criteria to evaluate work – both independently and for others * To talk about dance with understanding, using appropriate language and terminology. * Find appropriate solutions to problems and challenges * Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments.   Identify and respond to events as they happen and improve their performance by changing or adapting their approaches as needed   * Evaluate effective responses and solutions | Menai  PE Coach – Tues & Wed   * To suggest activities to improve personal performance * Perform skills with greater speed, fluency and accuracy in invasion, striking and net games. * Understand, choose and apply a range of tactics and strategies for defence and attack. * Know the importance and types of fitness and how playing games contributes to a healthy lifestyle. * Develop their ability to evaluate their own and others’ work, and to suggest ways to improve it. * To work creatively and imaginatively, independently and in groups/pairs   Bikability | PE Coach – Tues/Wed   * To perform expressively and sensitively * To perform dances fluently and with control * To warm up/cool down independently * To understand how dance can improve health * To use appropriate criteria to evaluate work – both independently and for others * To talk about dance with understanding, using appropriate language and terminology. * Find appropriate solutions to problems and challenges * Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments. | Athletics   * To suggest activities to improve personal performance * Develop their ability to evaluate their own and others’ work, and to suggest ways to improve it. * Evaluate effective responses and solutions   Swimming   * To swim between 5 and 100m and keep swimming for 45 – 90 seconds * To use three different strokes, swimming on both front and back * To control breathing * To swim confidently and fluently on the surface and under water * To recognise how swimming affects the body and pace efforts to meet challenges |
| **RE:**  SEE DISCOVERY RE | Christianity | Sikhism | Free Choice – including links to humanism. |
| **Foreign Language (Spanish):**  UPPER KS2   * Listen attentively to spoken language and show understanding by joining in and responding. * Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. * Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. * Speak in sentences, using familiar vocabulary, phrases and basic language structures. * Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. * Present ideas and information orally to a range of audiences. * Read carefully and show understanding of words, phrases and simple writing. * Appreciate stories, songs, poems and rhymes in the language. * Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. * Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. * Describe people, places, things and actions orally. * Describe people, places, things and actions in writing. * Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. * Understand basic grammar appropriate to the language being studied, including (where relevant) the conjugation of high-frequency verbs; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. * Understand basic grammar appropriate to the language being studied, including (where relevant) key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. | Days, numbers, colours, basic greeting sentences | Phrases and simple writing, grammar | People, places and things |
| **Outdoor Learning Opportunities:** | Menai residential experiences: Sailing, abseiling, canoeing, nightlines, camp fires.  Geography Fieldwork – Plastic pollution in the local area. | Exploring shadows | Eco area to look habitats |