

Year 6 Curriculum Map

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2024-25	Link Value		Enquiry Concept		Rationale	
	Together we will guide you to a fulfilling future		We need to care for the living world around us		We will look into the roles and responsibilities we share to look after our common home, the Earth. We will seek to understand relationships between communities, cultures and how we can work together to ensure the planet is a clean, peaceful and sustainable place. We will seek to establish how, by embracing our role as stewards of the Earth, we can have a fulfilled future.	
Subject	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
English	<u>Tales From the Caribbean</u>	<u>The Rabbits</u>	<u>Fire, Bed and Bone</u>	<u>The Highwayman</u>	<u>Wolf Brother</u>	<u>Mama Miti: Wangari Maathai and the Trees of Kenya</u>
	<ul style="list-style-type: none"> - Information Text - Oral Storytelling - Writing in Role - Narrative <p style="font-size: small; color: purple;">Links with BHM and Triangular Slave Trade</p>	<ul style="list-style-type: none"> - Letter - Write in role - Narrative - Summarise a story <p style="font-size: small; color: purple;">Colonialism. Link to BHM and The Kingdom of Benin</p>	<p style="font-size: small; color: purple;">Links with Shang Dynasty and the life of peasants</p> <ul style="list-style-type: none"> - Information text - Comparisons - Informal Letter - Diary Entry 	<ul style="list-style-type: none"> - Poetry - Writing from different characters' perspectives - Newspaper report 	<p style="font-size: small; color: purple;">Link to Living Things and Their Habitats Science unit</p> <ul style="list-style-type: none"> - Script marking - Letter in role - Note making - Character description - Storyboard - Eyewitness account - Journal - Descriptive writing - Instructional Writing 	<p style="font-size: small; color: purple;">Links to Courageous advocacy Links to Climate Change Links to science</p> <ul style="list-style-type: none"> - Biography - Non- Chron (Taxonomy of trees)
	<u>The Other Side of Truth – Beverly Naidoo</u>	<u>Poetry – Remembrance (Whole School)</u>	<u>Skellig</u>	<u>The Suffragettes</u>	<u>Macbeth</u>	<u>Summer Olympics</u>
	<ul style="list-style-type: none"> - Diary entry - Newspaper article - Formal letter - Persuasive texts <p style="font-size: small; color: purple;">Links with BHM and Kingdom of Benin</p>	<p style="font-size: small; color: purple;">Links to British Values Links to Remembrance Links to history</p> <ul style="list-style-type: none"> - Create poetry - Perform poetry - Spoken language and oracy - Poetry recital 	<p style="font-size: small; color: purple;">Link back to evolution and inheritance science unit</p> <ul style="list-style-type: none"> - Verse poetry - Letter writing - Diary entry - Instructional Writing 	<p style="font-size: small; color: purple;">Link to women's history month</p> <ul style="list-style-type: none"> - Diary entry - Letter - Newspaper report - Biography 	<ul style="list-style-type: none"> - Writing playscripts - Setting descriptions - Narrative writing - Oral performance 	<p style="font-size: small; color: purple;">Links to British Values Links to P.E. Links to Geography</p> <ul style="list-style-type: none"> - Newspaper report - Country fact file - Instruction report
	<u>Black History Month – Windrush 75</u>	<u>A Christmas Carol</u>	<u>Easter (Whole School)</u>	<u>Science Week: (Whole School)</u>		
	<p style="font-size: small; color: green;">The Place for Me Stories of The Windrush generation</p>	<ul style="list-style-type: none"> - Diary Entry - Write in role - Newspaper Report - Character Descriptions 	<p style="font-size: small; color: purple;">Links to R.E.</p> <ul style="list-style-type: none"> - Advertisement on being a good disciple 			
	<u>Advent:</u>					
	Links to R.E.					

	Maths	<p>Number</p> <ul style="list-style-type: none"> - Place Value - Addition, Subtraction, Multiplication and Division 	<p>Number</p> <p>Fractions</p> <p>Measurement</p> <p>Perimeter, Area and Volume</p>	<p>Number</p> <ul style="list-style-type: none"> - Ratio - Decimals - Algebra - Fractions - Decimals - Percentages 	<p>Measurement</p> <p>Perimeter, Area and Volume</p> <p>Ratio</p> <p>Statistics</p>	<p>Geometry</p> <p>Shape</p> <p>Position and direction</p> <p>SATs consolidation</p>	<p>Secondary Transition</p> <p>London Maths Week – Link with Science and Art.</p> <p>Consolidation</p>
	History and Geography	<p><u>Should the Benin Bronzes be returned to Nigeria?</u></p> <ul style="list-style-type: none"> - Who ruled the Kingdom of Benin? - How do we know about the Kingdom of Benin? - Who did the Kingdom of Benin trade with and what did they trade? - What can we learn from the art of the Kingdom of Benin? - How was Benin and West Africa affected by the transatlantic slave trade? - What was the impact of British influence and subsequent rule of Benin? 	<p><u>How does the climate and the physical and human features of North America link?</u></p> <ul style="list-style-type: none"> - What are North America's countries and physical features? - What are some of North America's most important human characteristics? - What is the climate like in different parts of North America? - What are the countries of the Caribbean and their physical features? - What are the Caribbean's human characteristics? - What is the climate like in the Caribbean and how does it change throughout the year? 	<p><u>What were the accomplishments of the Shang Dynasty?</u></p> <ul style="list-style-type: none"> - When was the Shang Dynasty? - What was it like to live during the Shang Dynasty? - Who were the Gods and Kings of the Shang Dynasty? - Who was Fu Hao? - What was the purpose and significance of oracle bones? - What more can we learn about the Shang Dynasty from artefacts? 	<p><u>Geographical Skills – What do maps show us and how do we use them effectively?</u></p> <ul style="list-style-type: none"> - What do different map symbols mean? - How do we use a compass? - What are grid references? - What is scale? - How can we measure distance, relief and contours on a map? - Can we explore the human and physical features of Osmington Bay? 	<p><u>The Earth Matters</u></p> <p><u>Mountains</u></p> <p>What is a mountain and how are they formed? Where in the world are the main mountains and mountain ranges? Why do people climb mountains and is this having an impact on the environment?</p> <p><u>Earthquakes</u></p> <p>Where in the world do we find earthquake zones? What happens when an earthquake strikes? What is it like for children living in earthquake zones?</p> <p><u>Volcanoes</u></p> <p>Where in the world do we find volcanoes? What happens inside a volcano?</p> <p><u>Water Cycle, Rivers and Coasts</u></p> <p>Where does the River Thames start and end? Why do we build on flood plains and can flooding be reduced? What are the features of the British Coast? What is coastal erosion?</p>	
	Science	<p><u>How do we keep the human body healthy?</u></p> <ul style="list-style-type: none"> - What is the function of blood and blood vessels? - What is the function of the heart? - How are nutrients and water transported in our bodies? - How does the human circulatory system work? - What impact does diet, exercise and lifestyle have on our bodies? 	<p><u>How have living things changed over time?</u></p> <ul style="list-style-type: none"> - What characteristics can living things inherit? - How have living things adapted to their environment? - How do adaptations help living things survive? - Who was Charles Darwin? 	<p><u>Light – How can we further understand and investigate light?</u></p> <ul style="list-style-type: none"> - How do we see? - How does light travel? - Making periscopes - How are shadows formed? - Investigating shadows - What is refraction? - Experimenting with light 	<p><u>Electricity - What is the link between current and voltage?</u></p> <ul style="list-style-type: none"> - How do we construct a series circuit? - How can we construct a variety of different circuits? - Plan, investigate and evaluate a voltage experiment <p>Science Week</p>	<p><u>Living Things and Their Habitat – How can we classify a range of living things?</u></p> <ul style="list-style-type: none"> - What conditions do we need for life? - How do we group different organisms? - How do we classify animals? - How do we classify plants? - What are microorganisms? 	<p><u>Science – Getting ready for secondary school</u></p>

		<ul style="list-style-type: none"> - What impact do drugs and alcohol have on our bodies? 	<ul style="list-style-type: none"> - Who was Mary Anning? - What is a cladogram and how is it used? 		<p>(Whole School)</p>	<ul style="list-style-type: none"> - How do you classify microorganisms? - Who was Carl Linnaeus? 	
R.E	<p>What might the journey of life and death look like from a Christian perspective?</p> <ul style="list-style-type: none"> - How is life like a journey? - How is the sacrament of baptism significant to a believer's life? - How is the sacrament of confirmation significant to a believer's life? - What does marriage mean for a believer? - What do Christians believe happens after we die? <p>Church visit - Baptism</p>	<p>How would Christians advertise Christmas to show what Christmas really means today?</p> <ul style="list-style-type: none"> - What meaning do different advertisements give to Christmas and how might Christians feel about the meaning? - What meaning do the different Gospel accounts give to Christmas? - How and why does the church advertise Christmas? - What is needed in an advertisement for it to be effective in conveying the central Christian beliefs of Christmas? 	<p>What does it mean to be a Buddhist?</p> <ul style="list-style-type: none"> - What do you think causes suffering and how do you think we can overcome it? - What is the noble eight-fold path and how might this help a Buddhist in their daily life? - What do Buddhists understand about samsara and nirvana? - What does it mean to be part of the sangha for a Buddhist? - What does it mean to be a Buddhist? 	<p>How does the Christian festival of Easter offer hope?</p> <ul style="list-style-type: none"> - How do Christians believe the Easter Story helps people to understand the meaning of forgiveness? - How does Jesus' journey to the cross, offer signs of hope? - How does the Easter Story relate to God's plan of salvation? - How do the resurrection narratives point towards an understanding of Christian hope? <p>Visit St Mark's Church – Stations of the Cross</p>	<p>What does it mean to be a Buddhist?</p> <ul style="list-style-type: none"> - What are the Buddhist symbols and what do they mean? - What is the eight-fold path and how do Buddhists use it in their daily life? - How and where do Buddhists practice their faith? How do Buddhists believe that you could reach Nirvana? - What is it like to live in the sangha? - What do Buddhists believe in the meaning of life and what happens after death? - How are my beliefs similar and different to a person who practices Buddhism? <p>Visit Buddhist Centre</p>	<p>What are God's rules for living?</p> <ul style="list-style-type: none"> - Rules - Traditional creation story - What would a modern creation story look like? - Guidelines for living as a Muslim - Creeds - Our creed for life 	
Computing	<p><u>Digital Literacy –Computing Systems and Network.</u></p> <ul style="list-style-type: none"> -Search engines and their functions. -communication through technology. -Evaluate methods of communication online. 	<p><u>Information Technology-3D modelling.</u></p> <ul style="list-style-type: none"> -Combining 3D objects to make a house. -Working digitally with 2D and 3D graphics. -Plan, develop and evaluate own 3D model. <p>Tinkercad</p>	<p><u>Information Technology-Data and Information.</u></p> <ul style="list-style-type: none"> -Create spreadsheets. -Organise data into columns and rows to create own data set. -Formatting data to support calculations. -Create graphics and charts and evaluate results. 	<p><u>Computer Science- Programming.</u></p> <ul style="list-style-type: none"> -Write and role play algorithms which use everyday variables. -Make and test predictions by running codes. -Plan and code a game. <p>Scratch</p>	<p><u>Creating Webpages</u></p> <ul style="list-style-type: none"> -To plan the features of a web page -To consider the ownership and use of images -To outline the need for a navigation path -To recognise the implications of linking to 	<p><u>Computer Science- Programming</u></p> <ul style="list-style-type: none"> -Apply knowledge of programming to a new environment. -Sensing with Microbits -Design and make a step-counter. 	

				Google Sheets		content owned by other people Google Sites	
	Digital Literacy (E-safety)	<p><u>Media Balance and Well-Being.</u></p> <p>Finding My Media Balance</p> <p>Additional resource: Digital Passport: Twalkers</p> <p>Children's Commissioner: Digital 5 a day</p>	<p><u>Cyberbullying</u></p> <p>Is it cyber-bullying?</p> <p>Additional resources: Digital Passport: E-volve</p>	<p><u>My Digital Footprint and Identity</u></p> <p>Beyond Gender Stereotypes</p> <p>Additional Lesson: Free to be Me.</p>	<p><u>Privacy and Security</u></p> <p>You Won't Believe This!</p> <p>Additional resources: Website Cookies Explained</p>	<p><u>News and Media Literacy</u></p> <p>Reading News Online</p> <p>Additional resources: Are You Living an Insta Lie? Social Media Vs. Reality</p>	<p><u>Relationships and Communication</u></p> <p>Digital Friendships</p> <p>Finding Credible News</p> <p>Additional resources. BBC Own It: Fake News</p>
	Art and DT	<p><u>Drawing</u></p> <p>Chinwe Chukwuogo-Roy – African landscape art with pencil</p>	<p><u>Textiles</u></p> <p>Sewing advent stars Designing and using a sewing machine for lavender bags</p>	<p><u>Painting</u></p> <p>Qi Baishi inspired blossom art using watercolour</p>	<p><u>Mechanisms</u></p> <p>Designing and making a classroom with working electricity</p>	<p><u>3D and Sculpture</u></p> <p>Paper mache mountain ranges</p>	<p><u>Cooking</u></p> <p>Fair trade cakes for our school Summer Fair</p>
	PSHE	<p><u>Mental health and emotional wellbeing:</u> Healthy minds</p> <ul style="list-style-type: none"> - What mental health is - What can affect mental health and some ways of dealing with this - Some everyday ways to look after mental health - The stigma and discrimination that can surround mental health 	<p><u>Keeping safe and managing risk:</u> Keeping safe - out and about</p> <ul style="list-style-type: none"> - Feelings of being out and about in the local area with increasing independence - Recognising and responding to peer pressure - The consequences of anti-social behaviour (including gangs and gang related behaviour) 	<p><u>Drug, alcohol and tobacco education:</u> Weighing up risk</p> <ul style="list-style-type: none"> - The risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs - Assessing the level of risk in different situations involving drug use - Ways to manage risk in situations involving drug use 	<p><u>Identity, society and equality:</u> Human rights</p> <ul style="list-style-type: none"> - People who have moved to Islington from other places, (including the experience of refugees) - Human rights and the UN Convention on the Rights of the Child - Homelessness 	<p><u>Relationships and health education:</u> Healthy relationships</p> <ul style="list-style-type: none"> - The changes that occur during puberty - To consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact - What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships 	<p><u>Relationships and health education:</u> Healthy relationships</p> <ul style="list-style-type: none"> - Human reproduction in the context of the human lifecycle - How a baby is made and grows (conception and pregnancy) - Roles and responsibilities of parents and carers - To answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it <p>Additional lessons:</p> <ul style="list-style-type: none"> - Some myths and misconceptions about HIV, who it affects and how it can and cannot be transmitted - That contraception can be used to

							stop a baby from being conceived
	Music	<u>Dancing in the Street</u> Motown Music Links to Black History Month	<u>Earth (Hans Zimmer)</u> Using one piece of music to inspire us to compose as a class Performing together as an ensemble	<u>Music Technology</u> Using iPads to explore how electronic music is created	<u>Cover Versions</u> In groups, covering 3 well known songs using instruments	<u>Songwriting/Video Game Music</u>	<u>Year 6 Show</u>
	P.E	<u>Football</u>	<u>Tag Rugby/ Cross Country</u>	<u>Dance</u>	<u>Gymnastics</u>	<u>Athletics</u>	<u>Striking and Fielding – Cricket</u>
		<u>Swimming</u>		<u>Invasion Games – Tag Rugby</u>	<u>Outdoor Adventurous Activity</u> PGL Osmington Bay	<u>Gymnastics</u>	<u>Invasion Games – Attacking and Defending</u>
	Spanish	<u>Aprendo Espanol</u> <ul style="list-style-type: none"> Pinpoint Spain and other Spanish speaking countries on a map of the world Ask and answer the question 'How are you?' in Spanish Say 'Hello' and 'Goodbye' in Spanish. Ask and answer the question 'What is your name?' in Spanish Count from 1-10 in Spanish Say 10 colours in Spanish 	<u>Se (I know how)</u> <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs in Spanish. Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to). Begin to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). 	<u>Me presento</u> <ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules 	<u>Mi Familia</u> <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in Spanish. Continue to count in Spanish, reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mi' and 'mis' in Spanish. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: llamarse (to be called) and tener (to have). 	<u>La clase</u> <ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article. Replace an indefinite article with a possessive adjective. Say and write what they have and do not have in their pencil case. 	<u>En la cafeteria</u> <p>Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a Spanish cafeteria.</p> <ul style="list-style-type: none"> To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink.

