YEAR 6 CURRICULUM MAP *(TOPICS MAY BE MOVED AROUND AT TEACHERS' DISCRETION)* CROSS-CURRICULAR LINKS
OPPORTUNITIES FOR SPIRITUAL EXPERIENCES MATHS LINKS (SEE DETAILS BELOW) CROSS CURRICULAR WRITING OPPORTUNITIES

SUBJECT	AUTUMN		SPRING		SUMMER	
SCIENCE	Living Things and their habitats AW AQ OPU Writing Link: Non-chronological report Maths link: Statistics	Electricity: Circuit variations, voltage, symbols AW AQ	Light: Sources, travelling, how we see, shadows etc AW AQ Maths link: Measurement	The Circulatory System: Drugs, diet & lifestyle AQ Writing Link: Explanation text Maths links: Calculation, Measurement	Living Things: Variation and adaptations Fossils AQ AW	Themed projects and consolidation of learning
R.E.	**Value: CREATIVITY** UNIT U2.3: Why do Christians believe Jesus was the Messiah? AW AQ INS OPU Church Service Class Assemblies	**Value: COURAGE** UNIT U2.7: Why do Hindus want to be good? Remembrance Day AW AQ INS OPU Maths link: Geometry Class Assemblies	**Value: JUSTICE** UNIT U2.6: For Christians, what kind of king is Jesus? AQ Writing Link: Recount	**Value: FORGIVENESS** UNIT U2.5: What do Christians believe Jesus did to save people? AQ OPU Easter	**Value: TRUST** UNIT U2.10: What matters most to Humanists and Christians? AQ OPU Maths link: Statistics	**Value: PEACE** UNIT U2.11: What does it mean to be a Humanist in Britain today? Church Service
HISTORY/ GEOGRAPHY	British history beyond 1066: Britain Since the 1930's including World War 2 AW AQ INS OPU Maths links: Measurement, Number Writing Link: Explanation		Ancient Greece: culture, legacy, life AW AQ INS OPU Maths link: Statistics Writing Link: Diary Entry		Physical geography: e.g. climate zones, volcanoes, earthquakes, and the water cycle AW AQ Human geography: settlements, land use, economic activity Writing Link: Discussion	Mapping skills: 8 points, 4-figure grid refs, symbols, keys UK: regions, human and physical characteristics Latitude and longitude OPU Maths: Geometry
ART/ DESIGN	British art (WW2) Maths link: Measurement	Pop art: Warhol and Lichtenstein INS AW Writing Link: Persuasion	Graffiti: Freeform INS AW Maths link: Measurement	Ancient Greek design and architecture OPU INS Maths link: Geometry	Observational drawing (Georgia O'Keeffe) INS Maths link: Measurement	
D.T.	"Make Do and Mend": Make a teddy bear out of an old t-shirt (Sewing) AW INS Maths link: Measurement		Sewing: Create a fabric heart based on Banksy's graffiti INS		Food Technology mini-project: "Great British Dishes"	
P.E.	GetSet4PE Units: Gymnastics, Hockey Swimming	GetSet4PE Units Hockey, Fitness Swimming	GetSet4PE Units Rugby, Dance Swimming	GetSet4PE Units Dance, Volleyball Y5/6 Swimming	GetSet4PE Units Athletics, Rounders Swimming	GetSet4PE Units Athletics, OAA Swimming *Sports Day* INS
COMPUTING	Kapow Unit: Online Safety	*Online Safety* Kapow Unit: Computing Systems: Bletchley Park, history	Kapow Unit: Computing Systems: AI	Kapow Unit: Big Data 2	Kapow Unit: Intro Python (option 2)	Kapow Unit: Skills showcase
MUSIC	DPA-led Music lessons (weekly) Teacher-led follow-up sessions AW INS				Summer Production	
PSHE (inc. HRE)	Online safety: keeping safe online; know who to go to for help/support Well-being: online risks, risky behaviours	Anti-bullying Week Online safety: people, images, relationships online Democracy: Parliamentary debates (UK Parliament Week)	Wider World: charities, salaries, 'value for money', homelessness, gender stereotyping	Relationships: different types, healthy/unhealthy relationships, positive/negative communicating	Healthy Living: importance exercise, risks of substance abuse	Well-being: changes during puberty, male/female puberty, personal hygiene, developing a growth mind set
MFL	***Language Angels*** online Spanish platform					

SUBJECT OBJECTIVES *(STATUTORY)*

(Suggested Maths links)

SCIENCE	**Working scientifically** During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and: ▪ 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 ▪ identifying scientific evidence that has been used to support or refute ideas or arguments. **Maths link: Measure the angle of the light beam reflection, measure the length of shadows.** **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. **Maths link: Sorting groups using Venn & Carroll diagram, using branching keys.** **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 (HRE)** ▪ describe the ways in which nutrients and water are transported within animals, including humans. **Maths link: Calculate nutrition values on food labels. Measure heart rate when exercising.** **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** Pupils should be taught to: ▪ 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.
R.E.	**Festivals** Harvest, Remembrance, Christmas, Eid, Diwali, Easter, Mothering Sunday **New Worcestershire Agreed Syllabus Units:** U2.3: Why do Christians believe Jesus was the Messiah? U2.5: What do Christians believe Jesus did to save people? U2.6: For Christians, what kind of king is Jesus? U2.7: Why do Hindus want to be good? U2.10: What matters most to Humanists and Christians? U2.11: What does it mean to be a Humanist in Britain today? **Maths links:** Venn diagram to compare foundations of Christians and non-Christians (Unit U2.10).

HISTORY	Pupils should be taught about: ▪ changes in Britain from the Stone Age to the Iron Age ▪ the Roman Empire and its impact on Britain ▪ Britain's settlement by Anglo-Saxons and Scots ▪ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ▪ a local history study ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (e.g. kings and queens, Battle of Britain) ▪ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world ▪ a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. **Maths links: Measures and scaling in Rationing; Order dates of key events on a timeline; Compare Polis characteristics using a table or Venn diagram.**
GEOGRAPHY	Pupils should be taught to: **Locational knowledge** ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** ▪ describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ▪ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Maths link: Compare populations.** **Geographical skills and fieldwork** ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Maths link: Co-ordinates, position and direction.**
ART/DESIGN	Pupils should be taught: ▪ to create sketch books to record their observations and use them to review and revisit ideas ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ▪ about great artists, architects and designers in history. **Maths links: Parallel and perpendicular lines. Scaling in landscapes. Patterns and shape in structure and Greek patterns.**

D.T.	Pupils should be taught to: **Design** ▪ 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 ▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ▪ 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** ▪ investigate and analyse a range of existing products ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ▪ understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ▪ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ▪ apply their understanding of computing to program, monitor and control their products. **Cooking and nutrition** ▪ understand and apply the principles of a healthy and varied diet ▪ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ▪ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. **Maths links: Measure and draw in planning; Using logic and follow a sequence of steps in coding.**
P.E.	Pupils should be taught to: ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ perform dances using a range of movement patterns ▪ take part in outdoor and adventurous activity challenges both individually and within a team ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best **Maths links: Reflection and turns in paired sequences; Measure the distance of jumps and throws and compare.**

I.C.T.	Pupils should be taught to: ▪ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ▪ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ▪ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ▪ understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ▪ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content ▪ 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 ▪ **use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (HRE)** **Maths links: Using logic and follow a sequence of steps in coding; Input equations, sort and interpret data.**
MUSIC	Pupils should be taught to: ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ 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.
MFL	Pupils should be taught to: ▪ 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 and in writing ▪ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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