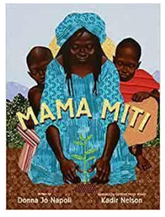
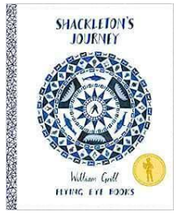
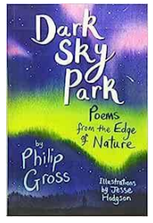
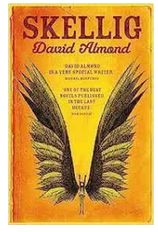
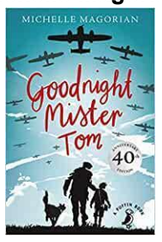
YEAR 6 CURRICULUM MAP

TERM	AUTUMN		SPRING		SUMMER	
LEADING TOPIC	 MAAFA		 FROZEN KINGDOMS		 BRITAIN AT WAR	
Weeks per half term	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks	8 weeks
GENRE	Non-fiction (Culturally diverse)	Contemporary novel (This decade)	Non-fiction (This decade)	Poetry	Contemporary novel (Modern classic)	Classic novel (Classic stories)
CORE TEXTS	**Mama Miti by Donna Napoli** 	**Freedom 1783 by Catherine Johnson** 	**Shackleton's Journey by William Grill** 	**Dark Sky Park by Philip Gross,** 	**Skellig by David Almond** 	**Goodnight Mr Tom by Michelle Magorian** 
READING CORE KNOWLEDGE AND SKILLS	■ Reading books that are structured in different ways and reading for a range of purposes; ■ reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves; ■ Identifying and discussing themes and conventions in and across a wide range of writing; ■ making comparisons within and across books;		■ Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books. ■ Read books that are structured in different ways and reading for a range of purposes ■ Identifying and discussing themes and conventions in and across a wide range of writing ■ Making comparisons within and across books		■ continuing to read and discuss an increasingly wide range of fiction ■ reading books that are structured in different ways and reading for a range of purposes ■ identifying and discussing themes and conventions in and across a wide range of writing ■ making comparisons within and across books ■ checking that the book makes sense to them, discussing their understanding and exploring	

	■ checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context; ■ ask questions to improve their understanding; ■ draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; ■ predicting what might happen from details stated and implied; ■ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; ■ identifying how language, structure and presentation contribute to meaning; ■ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader; ■ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously;	■ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, ■ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader ■ Distinguish between statements of fact and opinion ■ Retrieve, record and present information from non-fiction	the meaning of words in context ■ asking questions to improve their understanding ■ drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence ■ predicting what might happen from details stated and implied ■ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas ■ identifying how language, structure and presentation contribute to meaning ■ discussing and evaluating how authors use language, including figurative language, considering the impact on the reader ■ participating in discussions about books that are read to them and those they can read for themselves, building on their own
WRITING CORE KNOWLEDGE AND SKILLS	■ Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; ■ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning and **formality** ■ noting and developing initial ideas, drawing on reading and research where necessary; ■ in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed; ■ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; ■ assessing the effectiveness of their own and others’ writing; ■ perform their own compositions, using	■ Note and develop initial ideas, drawing on reading ■ In writing narratives, considering how authors have developed characters and settings in what they have heard or read. ■ Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form ■ Draft and write by selecting appropriate grammar and vocabulary ■ Use a range of devices to build cohesion within and across paragraphs ■ Evaluate and edit by proposing changes to vocabulary, grammar and punctuation ■ Proof-read for spelling and punctuation errors ■ Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear	Children should plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ■ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ■ using a wide range of devices to build cohesion within and across paragraphs ■ using further organisational and presentational devices to structure text and to guide the reader ■ assessing the effectiveness of their own and others’ writing ■ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

	appropriate intonation, volume, and movement so that meaning is clear.		▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
Grammar, Punctuation and Spelling	1 Identify Word Classes Expanded Noun Phrases Relative Clauses Parenthesis 2 Modal Verbs Commas Tenses Recognising Formal and informal language Using Formal and Informal language	1 Subject and object Recognising Active and Passive Voice Using Active and Passive Voice Recognising and using Subjunctive form 2 Synonyms Antonyms Colons Semi colons	1 Dashes Hyphens 2 Ellipsis Bullet Points Devices for Cohesion Adverbs for degrees of possibility
HUMANITIES PROJECT TITLES	**MAAFA** - *This project teaches children about Africa past and present, with a particular focus on Benin. It traces the development of the slave trade and explores Britain's role in the transatlantic slave trade, the causes and consequences of the European colonisation of Africa and the worldwide communities that make up the African diaspora.*	**FROZEN KINGDOMS** - *This project teaches children about the characteristics and features of polar regions, including the North and South Poles, and includes a detailed exploration of the environmental factors that shape and influence them.*	**BRITAIN AT WAR** - *This project teaches children about the causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.*

HUMANITIES CORE KNOWLEDGE AND SKILLS	CORE KNOWLEDGE AND SKILLS • Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. • Learn about a non-European society that 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. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. • Black people have been living in Britain since Roman times. There are many black Britons who have achieved amazing things, overcoming racial and social barriers to promote change and empower others. Your task is to help others to understand and appreciate their stories. Choose an inspirational black Briton, research their life and achievements and create a historical report that explains the impact that they had on life in Britain and beyond.	CORE KNOWLEDGE AND SKILLS • 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). • 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. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Describe and understand key aspects of 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. • 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. • Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. • Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams,	CORE KNOWLEDGE AND SKILLS • Conduct a local history study. • Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • Terms relating to warfare include, allies, battle, civilian, combat, conflict, defence, genocide, invasion, liberate, persecution, rebellion, resistance, retaliation, surrender, tactic and victory. • Use abstract terms to express historical ideas and information. • Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. (Anne Frank)
ART & DESIGN PROJECT TITLES	**Tints, Tones and Shades (Y6)** - *This project*	**Inuit** - This project teaches children about the Inuit	**Distortion and Abstraction** - *This project teaches*

	teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings.	way of life, including some of their cultural and artistic traditions. **Environmental Artists** - *This project teaches children about the genre of environmental art. They study how artists create artwork that addresses social and political issues related to the natural and urban environment. Children work collaboratively to create artwork with an environmental message.*	*children about the concepts of abstraction and distortion. They study the visual characteristics of abstraction and create a musically-inspired, abstract painting.*
ART & DESIGN CORE KNOWLEDGE AND SKILLS	CORE KNOWLEDGE AND SKILLS • Create sketchbooks to record their observations and use them to review and revisit ideas. • A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. • A tint is a colour mixed with white, which increases lightness, and a shade is a colour mixed with black, which increases darkness. • Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Evaluate and analyse creative works using the language of art, craft and design.	CORE KNOWLEDGE AND SKILLS • Create sketchbooks to record their observations and use them to review and revisit ideas. • A mood board is an arrangement of images, materials, text and pictures that can show ideas or concepts. A montage is a set of separate images that are related to each other and placed together to create a single image. • Arctic animals are an important subject matter for Inuit artists. The individual appearance of the creatures in Inuit art demonstrates the respect and significance that the Inuit people give to all living things. • Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. • Evaluate and analyse creative works using the language of art, craft and design.	CORE KNOWLEDGE AND SKILLS • Learn about great artists, architects and designers in history. • Perspective is the representation of 3-D objects on a 2-D surface. Abstraction refers to art that doesn't depict the world realistically. Figurative art is modern art that shows a strong connection to the real world, especially people. Conceptual art is art where the idea or concept behind the piece is more important than the look of the final piece. • Artists use distortion or abstraction to convey feelings and moods rather than to realistically represent things. • Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.
SCIENCE PROJECT TITLES	**Circulatory System** - This project teaches children about the transport role of the human circulatory system, its main parts and primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body.	**Electrical Circuits and Components** - This project teaches children about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices.	**Light Theory** - This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore how we see light and colours, and phenomena associated with light, including shadows, reflections and refraction.

SCIENCE CORE KNOWLEDGE AND SKILLS	• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Describe the ways in which nutrients and water are transported within animals, including humans. • Use test results to make predictions to set up further comparative and fair tests. • Report and present 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. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Data can be recorded and displayed in different ways, including tables, bar and line charts, scatter graphs, classification keys and labelled diagrams. Electricity is a form of energy that makes things work. Circuit components include cells, buzzers, switches, wires, lamps and motors. A collection of components connected by wires in a loop is called a series circuit. Materials that allow electricity to flow through them are called electrical conductors. Materials that do not allow electricity to flow through them are called electrical insulators. Choose an appropriate approach to recording accurate results, including scientific diagrams, labels, timelines, classification keys, tables, models and graphs (bar, line and scatter), linking to mathematical knowledge.	• Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Questions can help us find out about the world and can be answered using a range of scientific enquiries, including fair tests, research and observation. Light is a form of energy that travels as waves. Darkness is the absence of light. A light source produces light. Shiny, smooth and light-coloured materials reflect light; dull, rough and dark-coloured materials absorb light. The Sun creates day and night and shadows that move and change. Shadows form when light is blocked. Sunlight contains harmful ultraviolet rays. Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge.
COMPUTING PROJECT TITLES	**Computing systems and networks - Communication and collaboration** In this unit learners explore how data is transferred over the internet. Learners initially focus on addressing, before they move on to the makeup and structure of data packets. Learners then look at how the internet facilitates online communication and collaboration; they complete shared projects online and evaluate different methods of communication. Finally, they learn how to communicate responsibly by considering what should and should not be shared on the internet. **Creating media – Web page creation -** This unit introduces learners to the creation of websites for a chosen purpose. Learners identify what makes a good web page and use this information to design and evaluate their own website using Google Sites. Throughout the process learners pay specific attention to copyright and fair use of media, the aesthetics of the site, and navigation paths.	**Programming A – Variables in games** - This unit explores the concept of variables in programming through games in Scratch. First, learners find out what variables are and relate them to real-world examples of values that can be set and changed. Then they use variables to create a simulation of a scoreboard. Learners experiment with variables in an existing project, then modify them, before they create their own project. Learners apply their knowledge of variables and design to improve their games in Scratch. **Data and information - Introduction to Spreadsheets**	
COMPUTING CORE KNOWLEDGE AND SKILLS	• 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 • 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 • 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.		
MFL	Phonetics Lesson 4 Pupils will look at the last 5 out of our total of 18 essential French sound patterns / phonemes so that pupils will improve their French pronunciation and also be able to read with improved accuracy in French. Healthy Living (P) By the end of this unit we will be able to: Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape including a choice of physical activities. Follow a simple, healthy recipe in French. At School (P) By the end of this unit we will be able to: Name the subjects we study in school in French with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time we study certain subjects at school.	Irregular Verbs (P) By the end of this unit we will be able to: Understand better the concept of verb stems and endings. Conjugate easily and with clear understanding irregular verbs like AVOIR. Conjugate easily and with clear understanding irregular verbs like ÊTRE. Conjugate easily and with clear understanding irregular verbs like FAIRE. Conjugate easily and with clear understanding irregular verbs like ALLER. Vikings (P) By the end of this unit we will be able to: Name the six key periods of ancient Britain in French. Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French. Present an extended written/and or oral piece as a Viking with a description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French.	World War II (P) By the end of this unit we will be able to: Group and order words to decode unknown language. Understand the key facts of history from WW2 when described in French. Say and write in French the key countries and languages involved in WW2. Write a letter in French home explaining what life is like as an evacuee living in the countryside. Me in the World (P) By the end of this unit we will be able to: Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. Say and write something we do to help the planet.
RE PROJECT TITLES AND CORE KNOWLEDGE AND SKILLS	**ROSH HASHANAH and YOM KIPPUR, BANDI CHORR DIVAS** Rosh Hashanah is the Jewish New Year and it begins with the sound of a shofar (ram's horn). Sweet foods are eaten in the hope of a sweet New Year and the ritual of Tashlich is performed. The Days of Repentance follow, when Jews think back over the past year and make amends for their sins. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning • Explain the benefits of giving and receiving constructive feedback and support.	**LAILAT al MIRAJ, PARINIRVANA** Lailat al Miraj celebrates the story of Muhammad's Night Journey. The angel Jibreel (Gabriel) is said to have visited Muhammad while he slept near the Kabah in Mecca and taken him on a 666 mile journey to the farthest mosque, the Al-Aqsa mosque in Jerusalem, on the back of a winged creature called Buraq. • Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance	**SUNDAY, KUMBH MELA** In most Western countries, Sunday is part of the weekend and most Christians see it as a day of worship and rest. Practising Christians worship in many different ways and have different traditions but most will go to church, sign hymns, listen to Bible readings, say prayers and spend time together. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.
PE	• I can use my awareness of space and others to make good decisions. • I can understand ways (criteria) to judge performance.	• I help organise roles and responsibilities and can guide a small group through a task. • I cooperate well with others and give helpful feedback.	• I can record and monitor how hard I am working. • I can explain how often and how long I should exercise to be healthy. • I can describe the basic fitness components.

	• I can change tactics, rules or tasks to make activities more fun or more challenging. • I can develop sequences that express my own ideas		• I can link actions together so that they flow. • I can perform a variety of movements and skills with good body tension.		• I can persevere with a task and improve my performance through regular practice. • I cope well and react positively when things become difficult.	
Health Education and Relationships Education	HEALTHY and HAPPY FRIENDSHIPS How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions. SIMILARITIES and DIFFERENCES Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.		CARING and RESPONSIBILITY How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary School. FAMILIES and COMMITTED RELATIONSHIPS Human reproduction,including different ways to start a family.		HEALTHY BODIES, HEALTHY MINDS Being the healthiest me:ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health. COPING WITH CHANGE Ways to manage the increasing responsibilities and emotional effects of life changes.	
MATHS	•Represent, read, write, order and compare numbers up to ten million •Round numbers, make estimates and use this to solve problems in context •Solve multi-step problems involving addition and subtraction •Identify and use properties of number, focusing on primes •Multiply larger integers and decimal numbers using a range of strategies •Divide integers by 1-digit and 2-digit numbers representing remainders appropriately •Illustrate and explain formal multiplication and division strategies •Understand the use of brackets •Use knowledge of the order of operations to carry out calculations •Generate and describe linear number sequences •Express missing number problems algebraically •Solve equations with unknown values •Deepen understanding of equivalence •Order, simplify and compare fractions, including those greater than one •Recall equivalence between common fractions and decimals •Find decimal quotients using short division •Add and subtract fractions •Compare and classify a range of geometric shapes •Use angle facts to find unknown angles		•Draw a range of geometric shapes using given dimensions and angles •Describe, draw, translate and reflect shapes on a co-ordinate plane •Recognise and construct 3-D shapes •Name and illustrate parts of a circle •Represent multiplication involving fractions •Multiply two proper fractions •Divide a fraction by an integer •Use, read, write and convert between standard units of measures; length, mass, time, money and volume as well as imperial units •Calculate the area of parallelograms and triangles •Calculate, estimate and compare the volume of cuboids •Calculate and compare percentages of amounts •Connect percentages with fractions •Explore the equivalence of fractions, decimals and percentages •Calculate the mean •Construct and interpret lines graphs and pie charts •Compare pie charts •Use fractions to express proportion •Identify ratio as a relationship between quantities and as a scale factor •Unequal sharing involving ratio		Consolidation of KS2 Learning Problem Solving Activities	
MUSIC	The Victorians Exploring Street Cries and Music Hall Element Focus: Rhythm, TImbre and Dynamics, Melody and Harmony	Machine Music Exploring Graphic Scores and Cycles Element Focus: Rhythm, Pitch, Timbre and Dynamics, Melody and Harmony, Texture, Composition	Britain Since 1930 Exploring the Music of the Second World War Element Focus: Rhythm, Timbre and Dynamics, Pitch, Texture, Structure and Form	The Tudors Exploring Music from a Historical Period Element Focus: Rhythm, Timbre and Dynamics, Structure and Form	Journey into Space Exploring programme music and Dynamics Element Focus: Rhythm, Timbre and Dynamics, Pitch	Composition unit TBC.
TRIPS, VISITS & EXPERIENCES PLANNED						