



CURRICULUM MAP

YEAR 6

Autumn	Spring	Summer
Topics		
It's all Greek to Me Residential Visit / Activity Week Remembrance Go with the Flow	Brain Gain inc Sound & Light	Gandhi Genetics Volcanoes
Science		
Scientific skills <i>Children should use the idea of variables that can be recognised and controlled. Their predictions should be justified with reference to their existing knowledge. Their measuring should be more precise and, where appropriate, they will need to take repeated measurements for increased accuracy.</i> <i>MATC: converting measures and working up to three decimal places. They should use a greater range of mathematical tools to present their results. Their findings must include conclusions and start to suggest causal relationships and explanations of their results including data reliability. They could also suggest future investigations.</i>		
<u>Autumn 2 - Go With the Flow</u> How can living things be classified? How can I create a key? How can the groupings be subdivided? What is it? <i>Micro-organisms are introduced, also classification becomes more subdivided and detailed.</i>	<u>Spring 2 - Electricity & Light</u> <i>Missed electricity in Y4 due to lockdown</i> How do I change the brightness of a lamp? How do I record electrical circuits? <i>Series circuits but no need to cover parallel.</i> Light How do we see in a mirror? Where will the light shine? What shape will the shadow be? <i>Challenges like building a device to see around a corner could be helpful.</i> <i>Their explanations should include accurate diagrams and links to the eye's biology.</i>	<u>Summer 1 - Genetics</u> How have living things changed over time? What do fossils tell us? What do parents pass to their offspring? How are babies made? How do humans change as they develop to old age? <i>This question is from the Y5 PoS and is especially related to puberty.</i> <i>Evolution is an opportunity to develop scientific attitudes by identifying evidence that has been used to support or refute ideas</i> How have animals and How have animals and plants adapted to suit their environment? <u>Animals including Humans</u> How do we help our bodies to function as well as possible? What is the human circulatory system? How does the digestive system work? What affects how human bodies function? How can I collect accurate data? <u>Summer 2 - Volcanoes</u> <i>Recap states of matter with volcano models</i> How do some materials change when heated or cooled? At what temperature do changes



		<p>occur?</p> <p>Which changes are reversible/irreversible?</p>
History		
<p><u>Autumn 1 - It's All Greek to Me</u></p> <p>What is the legacy of the Ancient Greeks?</p> <p>Who were the Ancient Greeks?</p> <p>What did they achieve?</p> <p>Who was?</p> <p>What have we got today that they invented?</p> <p>Where do they fit on a timeline?</p> <p>What is democracy?</p> <p>What is it like in Greece today?</p> <p>How is it different?</p> <p>What remains from ancient Greek times?</p> <p>Can I compare Ancient Greece to nowadays?</p> <p>How was life different in Sparta than in Athens?</p> <p><u>Autumn 2 - Remembrance</u></p> <p>What is the significance of the poppy?</p> <p>Why was Christmas Day 1914 significant?</p> <p><i>Links to poetry</i></p>	<p>Spring subject foci:</p> <p>Science</p>	<p><u>Summer 1 - Gandhi</u> (moved to autumn for 2021)</p> <p>Who was Gandhi?</p> <p>Where did he live?</p> <p>What did he do of importance?</p> <p>Why? How?</p> <p>What is his legacy?</p> <p>Summer 2 subject foci:</p> <p>Geography</p> <p>Science</p>
Geography		
<p><u>Autumn 1 - Greece</u></p> <p>What is it like in Greece today?</p> <p>How does the weather compare to the UK?</p> <p><u>Autumn 2 - Rivers & Habitats</u></p> <p>What are the different types of river?</p> <p>How are rivers formed?</p> <p>What is a biome?</p> <p><u>Autumn 2 - Go With the Flow inc local area</u></p> <p>What are the key features of a river?</p> <p>What geographical region is Chelmsford in?</p> <p>What are the key geographical features of Essex?</p> <p>Why is Chelmsford's location important?</p> <p>How is land used in Essex? What different settlements types are there in Essex?</p> <p>What is the difference between human and physical geography?</p>	<p><u>Spring 1 -</u></p> <p>Spring 2 subject foci:</p> <p>Science</p>	<p><u>Summer 2 - Volcanoes</u></p> <p>What are the key aspects of a volcano?</p> <p>What does a volcano look like on the inside?</p> <p>Where are they found?</p> <p>What is an eruption like?</p> <p>How are volcanoes formed?</p> <p>How is a volcano different to a mountain?</p> <p><i>Use videos of recent NZ eruption</i></p>



Computing

<p><u>Autumn 1 - Esafety and Publisher</u> Can I research effectively? How can I locate relevant information? What are some safe internet search engines? Can I use safe internet search engines effectively? Can I present information effectively? What do I need to include in an information leaflet? Can I present information in an eye catching way?</p> <p><u>Autumn 2 - Digital Art and Data</u> Can I create digital art? Which shapes tessellate? How can I create tangrams? Can I interpret data effectively? Can I gather relevant information? In which ways can information be presented? Can I interpret data presented in different ways?</p>	<p><u>Spring 1- Digital Maps</u> Can I use digital maps to plan a journey? Can I locate selected location using online maps? How can latitude and longitude help plot courses? – Carmen Sandiago How can I plot alternative courses online? Can I effectively plan and cost a journey?</p> <p><u>Spring 2 - Coding</u> <i>Code.org Course F</i> Can I apply previous coding knowledge to programmes? Can I apply knowledge of functions in coding? Can I apply knowledge of Sprites in coding? What are events and how can they be used in a programme? How can I use loops to create digital art? How can I use nested loops to debug code?</p>	<p><u>Summer 1- Coding</u> <i>Code.org – course F</i> Can I use variables to alter the outcomes of programmes? What are variables in coding? How can variables be used to create digital art? How can changing variables impact code? Can I use simulations to collect data?</p> <p><u>Summer 2 - Coding and Blogging</u> <i>Coding – Code.org (course F)</i> Can I use different types of looping commands to create programmes? What is a 'for' loop? Can I use for loops to create digital art? Can I apply coding knowledge to Create a project? (L24-26) Can I present my plans on an online forum? What is a blog? How can I edit blogposts? How can I present information effectively?</p>
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<p><u>Autumn 1 - Significance of Water</u> What is the significance of water in religion? What is the symbolism associated with water? Why was the Baptism of Jesus a significant event? Why do Christians use water to Baptise? How does water feature in the practice of different religions?</p> <p><u>Autumn 2 - Christmas</u> What links the ancient story of Jesus's birth with modern Christmas and its traditions? What is the history behind the birth of Jesus in the Christmas story? How do the historical facts effect the biblical story? <i>How can I show the journey leading to the birth of Jesus?</i> How is Christmas celebrated in different religions?</p>	<p><u>Spring 1 - The Afterlife</u> How do a person's beliefs about life after death impact their life? What beliefs are there about life after death? (Can use Lion Kings opening scene - Circle of Life to introduce) What are the similarities and differences on the belief of life after death? What do humanists believe about life after death? How do humanists celebrate new life?</p> <p><u>Spring 2 - Art in Christianity</u> How is Art important in Christianity? How does the way Jesus is depicted in different cultures and works of art show his significance for Christians? How have religious images changed over time? How can I use art to show Christian beliefs?</p>	<p><u>Summer 1 - Females in Religion</u> How are females represented in religion? What comparisons can be made about the role of women in Judaism, Christianity and Islam? What comparisons can be made about the role of women in Hinduism, Sikhism and Buddhism? How are Shakti, Mary and Tara important females in religion?</p> <p><u>Summer 2 - Science and Faith</u> How do science and faith fit together? Did the universe come about by chance or was it created? How can science provide a complete answer to the mysteries of the universe? What elements of the Christian creation story contradict/agree with modern scientific theories?</p>
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Life Skills

<p><u>Autumn 1 – Rights, Rules and Responsibilities</u> What is democracy?</p>	<p><u>Spring 1 – Diversity and Communities</u> How is my community perceived</p>	<p><u>Summer 1 – Drug Education/Healthy Lifestyles</u> What do I know about legal and</p>
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1. What are the conventions of courtesy and manners and how do these vary?
2. How can I contribute to making and changing rules in school?
3. How else can I make a difference in school?
4. What are the basic rights of children and adults?
5. Why do we have laws in our country?
6. How does democracy work in our community and in our country?
7. What do councils, councillors, parliament and MPs do?
8. How do I take part in a debate and listen to other people's views?

Autumn 2 – My Emotions & Anti-Bullying Day

How can I manage my emotions?

1. What can I do to boost my self-respect?
2. How can I judge if my own feelings and behaviours are appropriate and proportionate?
3. What is loneliness and how can we manage feelings of isolation?
4. How and from whom do I get support when things are difficult?

Anti-Bullying Day

1. How do people use technology and social media to bully others and how can I help others to prevent and manage this?
2. What do all types of bullying have in common?
3. How might bullying affect people's mental wellbeing and behaviour?
4. How does prejudice sometimes lead people to bully others?
5. Can I identify ways of preventing bullying in school and the wider community?

and how can I show respect?

1. How do other people's perceptions, views and stereotypes influence my sense of identity?
2. How do views of gender affect my identity, friendships, behaviour and choices?
3. How can I show respect to those with different lifestyles, beliefs and traditions?
4. What are the negative effects of stereotyping?
5. What is the role of the media and how does it influence me and my community?
6. How can I recognise peer influence and respond assertively? (Drug education unit)

Spring 2 – Financial Capability
What happens to the money that people earn?

1. What different ways are there to gain money?
2. What sort of things do adults need to pay for?
3. How can I afford the things I want or need?
4. Why don't people get all the money they earn?
5. What is poverty?
6. What are voluntary organisations and how do they make a difference? (diversity and communities unit)

illegal drugs, and how can I keep myself safe?

1. Can I use my Early Warning Signs to judge how safe I am feeling?
2. How could I report concerns of abuse or neglect?
3. Can I identify appropriate and inappropriate or unsafe physical contact?
4. How do I judge when it is not right to keep a secret and what action could I take?
5. What do I know about medicines, alcohol, nicotine, solvents and illegal drugs, why do people use them and how can I check information about them?
6. How do medicines help people with different illnesses?
7. How does drug use affect the way a body or brain works and what is drug misuse?
8. What are some of the laws about drugs?

Summer 2 – RSE/Managing Change
What life choices can I make in the future and how do I manage change?

1. *What are the different ways babies are conceived and born?* (Sex education – right to withdraw)
2. What effect might puberty have on people's feelings and emotions?
3. How can my words or actions affect how others feel, and what are my responsibilities?
4. What should adults think about before they have children?
5. What are different families like and why might people get married or become civil partners?
6. What different strategies do people use to manage feelings linked to loss and change and how can I help?
7. What positive and negative changes have I experienced and how have these experiences affected me?
8. What strategies will help me thrive



		when I move to my next school?
Art		
Sketching and mark making Can I accurately draw using different mark making techniques? Can I accurately show different light sources in my drawings? <i>Links to Remembrance</i> Portraits Can I accurately draw a face? Can I accurately draw a person with colour?	Light installation Can I create installation art? How do I create art using light?	Light sources How do I show different light sources using colour? Can I use my sketchbook to develop ideas? Can I experiment with different brushstrokes? The Great Wave (A View of Mount Fuji) Who was Hokusai? Can I use my sketchbook to develop ideas? Can I create my own work in the style of Hokusai? Can I experiment with different brushstrokes?
Design Technology		
<u>Autumn 1 - Sewing</u> How do I sew with a needle and thread? Are there different stitches I can use to join textiles? How can I use embellishments to create a pleasing product? <u>Autumn 2 - Technological Advances</u> How have key events/individuals helped shape the world? How have important technological advances influenced our daily lives?	<u>Spring 2 - Electrical Circuits</u> How do I create a series circuit? Can I incorporate a range of electrical components? How can I change the brightness of a bulb? Can I design a product that uses electrical components?	<u>Summer 2 - Evaluating Products</u> What qualities of a product mean that it is suited to its purpose? How can I create products using pattern pieces? How effective is an existing product? Where there might be a gap in the market?
Physical Education		
<u>Autumn 1 - Hockey/Dance (streetwise)</u> Use movement such as running, jumping, throwing and catching in isolation and combination Develop flexibility, strength, technique, control and balance Perform dance using a range of movement patterns (e.g. Elevation) Compare performances with previous ones and demonstrate Play competitive games and employ attacking and defensive tactics Key Skills - Hockey Dribble a ball with increasing control and beat a defender. Send the ball using a push pass. Receive and trap the ball with good technique and control. Move into space to support a teammate and use space effectively in	<u>Spring 1 - Rounders/Basketball</u> Use movement such as running, jumping, throwing and catching in isolation and combination Play competitive games and employ attacking and defensive tactics Develop flexibility, strength, technique, control and balance Compare performances with previous ones and demonstrate improvement Key Skills - Rounders Throw and catch with accuracy. Improve bowling and batting technique. Understand the role of the bowler. Learn how to stump a batter out. Demonstrate a variety of fielding techniques and to use them in a game including long and short barriers. Demonstrate decision making and tactical awareness.	<u>Summer 1 - Volleyball/Cricket</u> Use movement such as running, jumping, throwing and catching in isolation and combination Play competitive games and employ attacking and defensive tactics Key Skills - Volleyball Use the ready position Develop the fast catch volley Use a dig shot (defensive shot in a squat position) and volley shot. Rally over the net Underarm serve Use the scoring system (play to 25) and understand when to rotate (Winning a rally earns serve and all players move one place clockwise). Play in a volleyball tournament. Key Skills - Cricket Show throwing accuracy and catching



game situations.

Use an open stick (block) tackle and jab tackle to gain possession of the ball.

Apply attacking and defending principles and skills in a hockey tournament.

Key Skills - Dance

Order phrases using random structure.

Copy and repeat a set dance phrase showing control in movements.

Work collaboratively to explore and develop dance ideas.

Perform with confidence using exaggerated movements, changes in level and speed when choreographing.

Use a prop as a dance stimulus.

Use canon (when a group carry out a sequence one after another) and unison (where 2 or more dancers perform the same movements at the same time) to improve the impact of a dance.

Explore, improvise and combine movement ideas fluently and efficiently to convey a mood and theme.

Autumn 2

Gymnastics /Tag-Rugby

Develop flexibility, strength, technique, control and balance

Perform dance using a range of movement patterns (e.g. Elevation)

Play competitive games and employ attacking and defensive tactics

Key Skills - Gymnastics

Perform the straddle, forward and backward roll.

Perform counterbalance and counter tension.

Link partner balances into a sequence.

Perform inverted movements with control.

Perform the progressions of a headstand and a cartwheel.

Use flight from hands to travel over apparatus.

Create group balances and sequence using formations and apparatus.

Key Skills - Tag Rugby

Use attacking principles, knowing when to run and when to pass.

Throw accurately and catch a tag rugby ball with control.

Use the 'forward pass' and 'offside' rules

Play in a rounders tournament.

Key Skills - Basketball

Dribble the ball using the double dribble and travelling rule.

Use protective dribbling against an opponent.

Use a variety of passes in a game situation, be able to use space to support a teammate.

Choose when to pass and when to dribble.

Track an opponent and use defensive techniques to win the ball.

Perform a set shot and a jump shot.

Apply the rules and tactics you have learnt to play in a basketball tournament.

Spring 2 - Badminton/Football

Use movement such as running, jumping, throwing and catching in isolation and combination

Develop flexibility, strength, technique, control and balance

Compare performances with previous ones and demonstrate improvement

Play competitive games and employ attacking and defensive tactics

Key Skills - Badminton

Hit the shuttlecock with a forehand shot.

Return the shuttlecock using both forehand and backhand shots.

Keep a continuous rally going.

Underarm and backhand serve.

Use a variety of strokes to beat an opponent (including smash and dropshot).

Compete in a badminton competition.

Key Skills - Football

Develop dribbling the ball with control and whilst under pressure.

Pass the ball accurately to a target.

Demonstrate first touch control.

Turn using a drag back, inside and outside hook.

Demonstrate defending skills.

Demonstrate goalkeeping skills.

Apply the rules and tactics you have learnt to play in a football tournament.

skills (close/deep catching and wicket keeping).

Demonstrate underarm bowling accuracy.

Use batting accuracy and directional batting (close/deep catching and wicket keeping).

Begin to bowl overarm with technique and accuracy.

Use defensive and driving hitting techniques.

Demonstrate a variety of fielding techniques and to use them within a game including long and short barriers.

Summer 2 - Tennis/Athletics

Use movement such as running, jumping, throwing and catching in isolation and combination

Play competitive games and employ attacking and defensive tactics

Key Skills - Tennis

Hit the ball with a forehand groundstroke.

Return the ball using a forehand and backhand groundstroke.

Keep a continuous rally going.

Underarm and overarm serve.

Use a variety of strokes to beat an opponent including volley and dropshot.

Compete in a tennis competition.

Key Skills - Athletics

Pace yourself and take part in a long-distance event.

Demonstrate and improve sprinting technique.

Improve change over in a relay race.

Develop technique to perform the standing long jump and triple jump.

Perform high jump

Use technique to improve the shot-put, discus and javelin throw.



<p>Play games using tagging rules as well as the 'forward pass' and 'offside' rules Lose a defender (using hand off/side-step). Draw defence and know when to pass. Work as a defending unit to prevent attackers from scoring. Apply the rules and tactics you have learnt to play in a tag rugby tournament.</p>		
<p>French</p>		
<p>Autumn 1 - Guess Who? Can I write a description of someone using adjectives? Can I describe my eye colour? Which adjectives can I use to describe my hairstyle? What do I look like? When do I need to add e or s to an adjective? What does Qui est-ce? mean? Can I use the 3rd person to write a description?</p> <p>Autumn 2 - Aliens Love Underpants Can I read and understand the main points and opinions in written texts Which adjectives can I use to describe someone? Can I identify key vocabulary from a story? Can I spell words correctly? How do I use adjectives? Can I read and translate a story? Can I follow instructions to make a puppet? How is Christmas celebrated in France?</p>	<p>Spring 1 - Animals & their habitats Can I use a dictionary to find and check words? Can I use un and une correctly? What are the words for wild animals? What are the words for habitats? Can I use adjectives to compare animals? How do I use a dual language dictionary? How can I use the third person of the verb?</p> <p>Spring 2 - Hobbies Can I take part in a conversation to seek and give information? Which words are verbs? What are the words for sports? Can I use and recognise masculine and feminine words? Can I give my opinion of sports in? How can I invite someone to join in an activity? Can I change 1st to 3rd person?</p>	<p>Summer 1 - School Subjects Can I express my ideas clearly? What are the words for school subjects? Can I spell the words for school subjects? Can I give my opinion of school subjects? How do I ask someone, which subjects he or she likes? What does trop mean? Can I read and translate sentences about school subjects? How can I write my opinion of school subjects?</p> <p>Summer 2 - In Town Can I take part in a conversation to seek clarification and help? What is the time? How can I ask the time? Can I say what I eat for breakfast? How do I ask where a building is? Can I answer questions about a text? What information can I give about my town?</p>
<p>Music</p>		
<p>Musical Elements What are the elements of music? What are the instrument families? What are pulse and rhythm? What are dynamics? What are duration and tempo? What are melody and pitch? What is texture? How does music make me feel?</p> <p>Notation</p>	<p>Music History How has music changed over time? What was music like during the Renaissance period? What was music like during the Baroque period? What was music like during the Classical period? What was music like during the Romantic Period? What was music like during the</p>	<p>Composition Can I compose a Pop song? What is Contemporary music? How is pop music created? What is chord progression? Can I create lyrics and a melody? Can I add percussion to my Pop song?</p> <p>Music Around the World How is music different around the</p>



How do I read music written in the treble clef? How do I read music? How do I know the length of a note? What is a time signature? What are the whole notes of a treble clef? What are tones and semitones? Can I read and understand simple music? Can I read and play simple sheet music?	Modern period? <u>Playing Tuned Instruments</u> How do I play a keyboard? Can I read and play the notes C, D, E and F? Can I play music from memory? How do I play the note G? What is a duet? Can I play a complex rhythmic pattern? Can I compose using the notes I have learned?	world? What is Samba? What is Caribbean music like? What is Gamelan? What is music like in West Africa? What is a pentatonic scale? What have I learned about music this year?
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