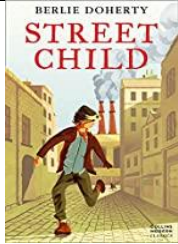
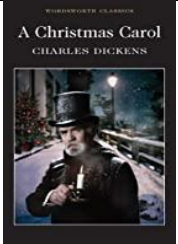
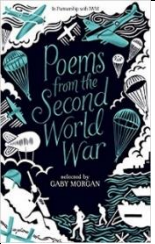
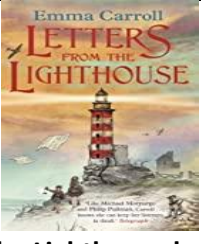
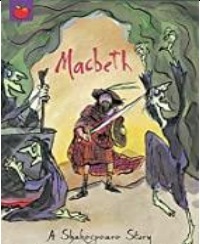


# Curriculum Map Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Topic</b>	<b><i>The Empire Strikes Back!</i></b> How have the Victorians influenced our lives now?		<b><i>War and Peace</i></b> League of Nations, World War II and the United Nations			<b>All the World's a Stage</b>	
<b>Subject driver</b>	<b><i>History &amp; Geography</i></b>		<b><i>History &amp; Art</i></b>	<b><i>Geography</i></b>		<b><i>Art/Geog</i></b>	
<b>Focus text</b>	 <b>Street Child by Berlie Doherty</b>	 <b>A Christmas Carol by Charles Dickens</b>	 <b>War Poetry</b> <b>Stories of WW1 Letters from the Lighthouse</b>	 <b>Letters from the Lighthouse by Rose Blanche</b>		 <b>Macbeth</b>	
<b>English</b>	Victorian Britain poetry – Kipling, Rossetti	Narrative - alternative story ending	Discussion texts - rights of the child	Charles Dickens - older Literature	Biography- Dickens Lord Shaftesbury Bernardo	Diary entry	
	War Poetry - Half a league by Alfred Lord Tennyson Rugby / battle	Writing from different perspectives - WW1	Letters (WW1)	Historical story (link to Rose	Newspaper reports - War reports.	Persuasive writing – adverts Propaganda	
	Explanatory Texts - Rivers	Poetry - Sonnets (Shakespeare)	Play script:	NON-FICTION: Non-Chronological reports about the Maya Civilisation	End of an era – My time at APS		
<b>Speaking and Listening</b>	Presentations on Barnardo's – Use appropriate terminology, question and answers.		Teamwork and collaborative projects - taking on board the ideas of others and adapting work.	Presentations for different purposes – maintain effective control, choose the style to meet the needs of the listener (formal or informal) Propaganda	Performance Poetry – gesture, movement and intonation. Debating with a link to the United Nations - responding to differing viewpoints, summarising, counter arguments by referencing others ideas.	Adverts (range of purposes)– persuasive vocabulary development	
	Drama – play scripts texts – planning in groups and performing in groups Performing to wider audiences - production						
<b>Maths</b>	Number – Place Value Number – Addition, Subtraction, Multiplication and Division Fractions Measurement – Converting Units		Decimals Percentages Geometry – Position and Direction Measurement – Area, Perimeter and Volume Number – Ratio Statistics			Geometry – Property of Shapes Algebra Problem Solving Investigations	

<b>Science</b>	Evolution and Inheritance Thomas Edison – inventor Steam trains – different energy sources (renewable and Non-renewable sources)		All living things (Micro-organisms)	Light – how we see things	Animals including humans	Electricity
<b>History</b>	Victorians		World War I	World War II – Front line	World War II – Home front	Mayans
<b>Geography</b>	<b><u>Physical &amp; Human Geography:</u></b> India – The British empire / Commonwealth The Commonwealth Games	<b><u>Physical &amp; Human Geography:</u></b> India – The British empire / Commonwealth The Commonwealth Games	<b><u>Place Knowledge</u></b> Allies and Axis  <b><u>Place Knowledge</u></b> <b><u>Geographical Skills and fieldwork</u></b> Ordnance Survey maps (local study)			<b><u>Physical &amp; Human Geog</u></b> Rivers/coasts
<b>Computing</b>	Computing systems and networks - Communication  Online safety – Life Online (Kapow)  Online safety – Sharing Online (Kapow)	Programming A – Variables in games  Online safety – Creating a positive online reputation (Kapow)	Creating Media – Web page creation  Online safety – Capturing evidence (Kapow)	Creating media – 3D modelling  (Linked to PSHE from last half term)	Data and information – spreadsheets  Online safety – Password Protection (Kapow)	Programming B – Sensing  Online safety – Think before you click (Kapow) (linked to PSHE)
<b>Art/DT (Kapow)</b>	Art: William Morris – wallpaper designs	<b>Mechanical Systems:</b> Automata toys. Window displays – Christmas – Victorians	Art: Landscapes – Battle scenes/Blitz Silhouettes Light/Dark – War and Peace WW2 battle scene as silhouettes Sculpture- Dazzle boats linked to WW2	<b>Bomb shelters:</b> Playground structures applied to Bomb shelters. CAD <i>Stixx challenge (Recap bridges – Y5 Kapow)</i> <b>CAD – Tinkercad to design the shelters</b>	<b>Come dine with me. Cooking:</b> Keeping healthy and dig for Victory. Planning and preparing menus for a healthy diet - rationing and 'grow your own'	Photography unit: based on The Scream Edward Munch
<b>PE</b>	<b>Games</b> – invasion games (Hockey) <b>Dance</b> – Bollywood /India – The British Empire	<b>Games</b> – Tag Rugby Gymnastics	<b>Games</b> – Netball <b>Dance</b> – World War 2	OAA Gymnastics	<b>Games</b> – Striking and fielding (Cricket) <b>Dance</b> - Native American	Athletics Gymnastics
<b>Music (Kapow)</b>	<b>Film Music</b>  Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film	<b>Dynamics, pitch and tempo (Fingal's Cave)</b>  Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.	<b>Songs of World War II</b> –  Developing pitch, control and confidence when singing and using knowledge of pitch to develop confidence when singing in parts.	<b>Advanced rhythms</b>  Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.	<b>Theme and variations</b>  (Pop Art) Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments	<b>Composing and performing a Leavers' song:</b> Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well known songs, writing the lyrics, exploring the concept of the four chord backing track and composing melodies.

<b>MFL</b>	<p><b>Verbs &amp; Grammar</b> <b>Los Verbos Regulares</b></p> <p>-Understand better what personal/subject pronouns are. -Understand better the concept of verb stems and endings. -Conjugate easily and with clear understanding regular –er verbs like <b>COMER</b>. -Conjugate easily and with clear understanding regular –ir verbs like <b>VIVIR</b>. -Conjugate easily and with clear understanding regular –ar verbs like <b>HABLAR</b>.</p>	<p><b>At School – En El Colegio</b></p> <p>-Name the subjects we study in school in Spanish with the correct definitive 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. -Explore the irregular, high frequently verb <b>ir</b> (to go) in full.</p>	<p><b>The Weekend – El Fin De Semana</b></p> <p>-Tell the time in Spanish using quarter past, half past and quarter to. -Say and write in Spanish what we do at the weekend using two or more sentences. -Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences,</p>	<p><b>World War II – La Segunda Guerra Mundial</b></p> <p>-Group and order words to decode unknown language. -Understand the key facts of history from WW2 when described in Spanish. -Say and write in Spanish the key countries and languages involved in WW2. -Write a letter in Spanish home explaining what the life is like as an evacuee living in the countryside.</p>	<p><b>Healthy Lifestyles –La Comida Sana</b></p> <p>-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 Spanish.</p>	<p><b>Me in the World – Yo En El Mundo</b></p> <p>-Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. -Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid. -Say and write something we do to help the planet.</p>
<b>PSHCE</b>	<p><b>Being Me in My World</b></p> <ol style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global Citizenship</li> <li>Children’s universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ol>	<p><b>Celebrating Difference</b></p> <ol style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, differences as celebration</li> <li>Empathy</li> </ol>	<p><b>Dreams and Goals</b></p> <ol style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ol>	<p><b>Healthy Me</b></p> <ol style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including ‘county lines’ and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ol>	<p><b>Relationships</b></p> <ol style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ol>	<p><b>Changing Me</b></p> <ol style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Boyfriends/girlfriends</li> <li>Respect and consent</li> <li>Transition</li> </ol>
<b>RE</b>	<p>Theme: <b>Beliefs and Worship</b></p> <p>Key Question: What are the core beliefs of Buddhism and how do Buddhists worship?</p> <p><b>Religion: Buddhism</b></p>	<p>Theme: <b>Christmas</b> Concept: <b>Incarnation</b></p> <p>Key Question: How significant is it that Mary was Jesus’ mother?</p> <p><b>Religion: Christianity</b></p>	<p>Theme: <b>Beliefs and Meaning</b> Concept: <b>Salvation</b></p> <p>Key Question: Is anything ever eternal?</p> <p><b>Religion: Christianity</b></p>	<p>Theme: <b>Easter</b> Concept: <b>Gospel</b></p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p><b>Religion: Christianity</b></p>	<p>Theme: <b>Beliefs and moral values</b></p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><b>Religion: Islam</b></p> <p><i>NB: This enquiry is taught in 2 sections over the term</i></p>	
<b>Enrichment</b>	<p>Gunnersbury Park – Victorian day in the life of...</p> <p>Parliament – democracy and Prince Albert Houses of Parliament</p>	<p>Victorian day + ‘The Great Exhibition’ – celebration of work</p>	<p>Trip to Watford – day in the trenches Imperial War museum History Man</p>	<p>VE day Street Party/Tea Dance United Nations day – debating. Children representing countries</p> <p>Stixx – Anderson Shelters</p>	<p>Junior Citizenship</p>	<p>Globe Theatre End of Year Trip</p>
<b>RRSA</b>	<p><a href="#">Article 42</a> (knowledge of rights) <a href="#">Article 40</a> (juvenile justice)</p>	<p><a href="#">Article 32</a> (child labour) Victorian Workhouses</p>	<p><a href="#">Article 38</a> (war and armed conflicts)</p>	<p><a href="#">Article 22</a> (refugee children)</p>	<p><a href="#">Article 33</a> (drug abuse)</p>	<p><a href="#">Article 35</a> (abduction, sale and trafficking) <a href="#">Article 36</a> (other exploitation)</p>