

Year 6 Curriculum Map

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | Northern Lights <i>See Hamilton Trust - Keen to Be Green, Weather Experts and Journeys Over Seas</i> | | War and Peace <i>See Hamilton Trust - World War 2: WW2 in Europe and the Battle of Britain</i> | | Vikings <i>See Hamilton Trust - Invaders and Settlers: Vikings</i> | |
|  <p>Science</p> <p><i>See Hamilton Trust scheme of work for support</i></p> | <p>Working Scientifically: Ongoing Unit</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • 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. | | | | | |
| | Light & Electricity | | Living things and their habitats & Animals, including humans | | Evolution and Inheritance | |
| | <p>Light</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 | | <p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 | |

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| | <p>travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <ul style="list-style-type: none"> □ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. <p>Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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. | <p>animals based on specific characteristics.</p> <p>Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 □ describe the ways in which nutrients and water are transported within animals, including humans. | <p>parents</p> <ul style="list-style-type: none"> □ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |
| <p>Humanities</p>  <p><i>See Hamilton Scheme of work for support</i></p> | <p>Geography</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> □ 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) <p>Place knowledge</p> <ul style="list-style-type: none"> □ 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 | <p>History</p> <p>a local history study - <i>London during WWII</i></p> <ul style="list-style-type: none"> □ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) □ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. □ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 □ a significant turning point in British history, for example, the Battle of Britain <p>Geography</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> | <p>History</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> □ Viking raids and invasion □ resistance by Alfred the Great and Athelstan, first king of England □ further Viking invasions and Danegeld □ Anglo-Saxon laws and justice □ Edward the Confessor and his death in 1066 (<i>Link back to year 4 work on Anglo-Saxons</i>) <p>Geography</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> □ name and locate counties and cities of the |

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| | <p>Human and physical geography</p> <ul style="list-style-type: none"> □ describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | <ul style="list-style-type: none"> □ 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 | <p>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</p> |
| <p style="text-align: center;">R.E</p>  <p style="text-align: center;"><i>See LBDS Scheme of work</i></p> | <p style="text-align: center;">What is the best way for a Muslim to show commitment to God (Allah)? How does Art and Music Convey Christmas?</p> <ul style="list-style-type: none"> ⊙ Importance of the following: The Shahadah: Call to faith Salah: The role prayer plays in a Muslim's life Zakat: Giving to charity Hajj: The importance of pilgrimage Sawm: Fasting The meaning of the following festivals: Eid-ul-Fitr And Eid-ul-Adha AT 1 Learning About Religion Main Focus: Practices and Ways of Life AT2 Learning From Religion Main Focus: Values and Commitments ⊙ What makes a piece of artwork sacred? Images of Jesus from birth to the cross, representation of Christmas through art, Christmas Carols. AT 1 Learning About Religion Main Focus: Identify, express and explain Christian beliefs about Christmas in the style of | <p style="text-align: center;">Understanding Faith in Camden Easter Hope Should every Christian go on a pilgrimage?</p> <ul style="list-style-type: none"> ⊙ Using this unit plan pupils will investigate the faiths and beliefs in the local community and the wider borough / county. They will consider how and why these communities in the borough have changed over the past 50 years. The unit asks pupils to find out more about how faith groups work in partnership with each other and the local community and how life in the borough / county has been enriched by the diversity of the faiths and beliefs that make up the borough / county. ⊙ Clean slate and forgiveness, forgiving others, Stations of the Cross, Salvation and resurrection. ⊙ What is a pilgrimage? Different places for pilgrimage. The difference between special and sacred places. Commercialisation of 'sacred' places. | <p style="text-align: center;">The Journey of Life and Death Who decides Version A? Who decides Version B? (Bridging / Transition Unit)</p> <ul style="list-style-type: none"> ⊙ This unit involves pupils in investigating beliefs about life and life after death and encouraging them to reflect on and express their hopes for the future. In this unit pupils will have the opportunity to share their feelings of loss caused by separation, learn about how faith can provide believers with answers to life's most challenging and ultimate questions, and also how faith challenges our attitudes, values and commitments in life. They will consider how important it is to celebrate the lives of those they have lost and how remembering can help the healing process. They will examine their attitudes, values and commitments in the light of this learning. AT1: Beliefs and Teachings; Practices; Forms of Expression. AT2: Belonging; Meaning and purpose. |

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| | <p>a Christmas Carol. AT2 Learning From Religion Main Focus: From Christmas Carols, ask questions about the meaning of Christmas and suggest answers from them and (other) Christians.</p> | | <p>What the experience of a pilgrimage is like for a Christian before, during and after. What is more important to Christians - the journey or the destination? The physical and spiritual journey. AT1 Learning About Religion Focus: Practices and ways of life. AT2 Learning From Religion Focus: Identity and belonging.</p> | | <p>☺ Through this unit pupils will consider the implications of rules and responsibilities for belonging to communities and, in particular, of belonging to a faith community. Children will consider rules in religions and other sources of authority.</p> | |
| <p>Computing</p>  | <p>We are App Planners: Planning the creation of a mobile app, identifying problems and evaluating competing products.</p> | <p>We are Project Managers: Developing project management skills by identifying component tasks and developing a timeline to track progress.</p> | <p>We are Market Researchers: Analyse data from surveys and present research findings</p> | <p>We are Interface designers: Design app interface and use wireframing tools to create a design prototype of their app.</p> | <p>We are App Developers: Program, debug and refine the code for their app.</p> | <p>We are Marketers: Consider key marketing messages and identifying a USP for their app.</p> |
| <p>Children will develop the following key skills across the year:</p> <ul style="list-style-type: none"> ○ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; ○ 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; ○ 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 | | | | | | |
| <p>Art</p>  <p><i>See Suffolk scheme of work</i></p> | <p>Response to the work of Gustav Klimt linked to Northern Lights</p> | | <p>3D Sculpture</p> | | <p>Drawing</p> | |
| <p>To collect visual information to help develop ideas using a sketchbook. To combine visual and tactile qualities of materials and match these to the purpose of their work. To use a variety of methods and approaches to</p> | | <p>3D Y6 To explore the work of Henry Moore To explore the 'reclining figure' by Henry Moore To use clay to create a 'reclining figure' inspired by Henry Moore To use tools and techniques to create a design on</p> | | <p>Drawing To use an OHP to enlarge a selected photographic portrait. To understand the visual element of tone. To work collaboratively in a group. To develop and extend individual and group work.</p> | | |

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| <p><i>for support</i></p> | <p>communicate ideas. Talk about own work and that of others and develop and modify ideas in the light of these discussions</p> | <p>the clay pendant 3D Y5 To respond to the figurative sculptures of Alberto Giacometti. To produce sculptural forms in response to the work of Alberto Giacometti. To use modroc (plaster bandage) as a sculptural material. To review their sculptures and say what they think and feel about them.</p> | <p>To respond to portraits from different times and styles. Linked to family inheritance</p> |
| <p>Design Technology including Cooking</p>  <p><i>See Hamilton Scheme of work for support</i></p> | <p>Design and make an electrical circuit for a moving toy</p> <p>Children will develop the following key skills: * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> | <p>Design and make an Anderson shelter</p> <p>Children will develop the following key skills: * 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 * understand how key events and individuals in design and technology have helped shape the world * apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> | |
| <p>Cooking and Nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.</p> | | | |
| <p>Cooking and Nutrition Content Pupils should be taught to: 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.</p> | | | |

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|  <p>P.E.</p> <p>See Val Sabin Scheme of work for support</p> | <p>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] CSSA Netball</p> | <p>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. Perform dances using a range of movement patterns CSSA Football</p> | <p>Use running, jumping, throwing and catching in isolation and in combination Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> | <p>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. Perform dances using a range of movement patterns</p> | <p>Take part in outdoor and adventurous activity challenges both individually and within a team. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Swimming Gala</p> | <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. Perform dances using a range of movement patterns Camden Athletics</p> |
|  <p>Music</p> <p>See Charanga website for support</p> | <p>Livin' on a Prayer (A topic on Rock music)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ appreciate and understand a wide range of high-quality live and | <p>Musical Theory and Glockenspiel Stage 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ use and understand staff and other musical | <p>Classroom Jazz 1 (A topic on Jazz music and improvisation)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 □ appreciate and | <p>Fresh Prince of Bel Air (A topic on rap music)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ appreciate and understand a wide range | <p>Make You Feel my Love (A topic based on the 'Pop ballad' style)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ listen with attention to | <p>Reflect, Rewind, Replay</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ listen with attention to detail and recall sounds with increasing aural memory □ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians |

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| | recorded music drawn from different traditions and from great composers and musicians □ develop an understanding of the history of music | notations | 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. | of high-quality live and recorded music drawn from different traditions and from great composers and musicians | detail and recall sounds with increasing aural memory | □ develop an understanding of the history of music. |
| <p>MFL - French</p>  <p>See 2015-16 MFL Pacer</p> | <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> □ listen attentively to spoken language and show understanding by joining in and responding □ 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 □ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary □ describe people, places, things and actions orally* and in writing □ write phrases from memory, and adapt these to create new sentences, to express ideas clearly □ 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. | | | | | |
| | <p>'Une introduction' - Greetings, A first conversation, Numbers, School items, Colours</p> <p>'A l'école'- School items and colours, Subjects, Likes and dislikes, The school day</p> | | <p>'La Famille'- Members of the family, Describing my family, Presentations to an audience, Revision and alphabet</p> <p>'Mon corps' -Describing myself, Describing personality, Parts of the body</p> | | | <p>'La nourriture / Les loisirs' - Picnic food, Picnic role play, Likes / Dislikes in relation to food and drink, Hobbies and interests, Numbers, Grammar focus : Verb conjugation</p> <p>'Les voyages et les visites' - Visiting French towns, Giving directions, Discussing plans for the summer</p> |
|  <p>British Values</p> | <p>What helps us learn at school</p> <p>What helps us get on with one another</p> <p>Feeling afraid and ways to overcome fear</p> <p>Managing feelings</p> <p>Differences between wants, needs and rights</p> <p>When people's rights have been ignored</p> | | <p>Feeling anxious and managing worries</p> <p>What democracy is and the difference between national and local government</p> <p>How laws are made</p> <p>Role of voluntary and pressure groups</p> <p>Role of volunteers</p> | | | <p>Feelings about moving to secondary school</p> <p>What we value about each other</p> <p>Changes at puberty</p> <p>Managing teenage problems</p> <p>Attitudes towards gender and the impact of gender stereotyping</p> |

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| <p>Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values</p> <p><i>See Camden PHSCE scheme of work</i></p> | <p>Work of UNICEF The law and what it means What gets in the way of friendship and the role of prejudice What makes conflicts better or worse Resolving conflict and showing empathy What it feels like to be bullied, ways to prevent bullying and what to do as a bystander Effects and risks of different drugs Reasons why people take drugs Consequences of use and misuse of drugs Causes and ways to avoid childhood accidents</p> | <p>Consequences of anti-social behaviour Discussing different opinions Difference and diversity in the UK Steps to achieving a realistic goal Overcoming obstacles to achieving success Taking responsibility for actions to achieve success Making a wise choice Concept of body image and creating a positive body image Influence of the media on body image Importance of self esteem</p> | <p>Qualities of a good friend Difference between a friendship and an intimate relationships Different types of relationships and what makes a good relationship How a baby is made Conception and pregnancy Roles and responsibilities of a parent Happy Caring classrooms Impact of what people say and do on others Breaking friendships without hurting feelings Understanding forgiveness Helping people feel good about themselves Responses to loss How to help someone who is experiencing loss</p> |
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