



Year 6 Curriculum Map 2018/19

Subject	Autumn Y6
Topic Name	Fantastic Beasts and Year 6 is where you will find them
History	<p>Ancient Greece</p> <ul style="list-style-type: none"> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day Ancient Greece – a study of Greek life and achievements and their influence on the western world <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> Use dates to order and place events on a timeline. Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources. Understand that sources can contradict each other.
Geography	<p>Mountains linked to Mount Olympus – Ancient Greece</p> <p>Forest study linked to the Foloji Oak Forest in Greece</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 – Ancient Greece</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><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> Identify and describe the significance of the Prime Meridian/Greenwich Meridian and time zones. Use computer mapping to locate specific areas and describe the features. Understand and use geographical terms relating to climate, biomes and trade (precipitation, vegetation belts, trade links, sustainability). Describe and understand key aspects of human geography (relating to settlement and land use, trade and the distribution of natural resources).

Science	<p><u>Animals including humans</u></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 • describe the ways in which nutrients and water are transported within animals, including humans. <p><i>Outcome linked to Wolf Brother – Diary entry. My day as a red blood cell</i></p>
PSHE	<ul style="list-style-type: none"> • Rights and responsibilities Health/Citizen • Managing conflict Personal and Social <p><u>Year 6 – Target Tracker skills</u></p> <ul style="list-style-type: none"> • Continue to develop strategies to deal with and manage different friendships. • Talk and write about his/her opinions on issues that affect him/her and society and realise the effect on others of their actions. • Realise the consequences of anti-social behaviour including racism and bullying. • Face new challenges positively. • Understand how to live a healthy lifestyle and have an awareness of how his/her body may change. • Make sensible choices regarding his/her well-being and take responsibility for his/her own safety.
RE	<p>P.4.C – Explore different concepts</p> <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Explain his/her own response to the human experience of the concepts explored (Communicate). • Explain examples of how his/her own responses to the concepts can be applied in his/her own lives and the lives of others (Apply). • Explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts) (Enquire). • Explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied (Contextualise). • Evaluate the concepts by explaining his/her own values to people living a religious life by drawing on examples. Talk to others to enable him/her to discern for himself/herself and so identify and describe in increasingly complex ways some of the issues they raise (Evaluate).

<p>Art/Design</p>	<p>Ancient Greece</p> <p>Make a mythical creature out of clay</p> <p>Forests – Forest paintings and Willow weaving (outdoor learning)</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Select ideas based on first hand observations, experience or imagination and develop these through open ended research. • Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. • Change and improve his/her own final work following feedback on his/her first thoughts and designs. • Use techniques, colours, tones and effects in an appropriate way to represent things I have seen. (watercolour painting) • Create intricate designs by simplifying and modifying sketchbook designs (figure drawing). • Follow a design brief to achieve an effect for a particular function (masks). • Use different colours, textures and techniques in his/her artwork and explain the choices he/she has made (poster paints).
<p>Computing</p>	<ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Use more than one piece of software to complete a task and design a task for a given audience.

<p>Music</p>	<p>Ancient Greek myth themed music</p> <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets (Duration). • Appropriately discuss the dimensions of music and recognise them in music heard (Timbre). • Sing as part of an ensemble with full confidence and precision (Pitch). • Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression (Dynamics). • Create a simple composition and record it using formal notation (Tempo) • Improvise and compose music for a range of purposes using the inter-related dimensions of music (Texture).
<p>PE</p>	<p>Football</p> <p>OAA – Osmington Bay</p> <p>Gymnastics – wall bars</p> <p>Circuit training</p> <p>Dance – Ancient Greece</p> <p><u>Year 6 – Target tracker skills</u></p>
<p>Languages</p>	<p>Spanish</p> <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Learn a song or poem using the written words to help • Write some simple sentences from memory. • Use a wider range of adjectives to describe people and things, and use different verbs to describe actions. • Begin to use intonation to differentiate between sentence types.
<p>Trips</p>	<p>Osmington Bay</p>

Subject	Spring Y6
	Explorers
History	<p>Ancient Mayans</p> <ul style="list-style-type: none"> • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline. • Understand that the type of information available depends on the period of time studied. • Evaluate the usefulness of a variety of sources. • Understand that sources can contradict each other.
Geography	<p>Rainforests</p> <p>Locational knowledge</p> <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 • 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>Human and physical geography</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts <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 <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Identify and describe the significance of the Prime Meridian/Greenwich Meridian and time zones. • Use computer mapping to locate specific areas and describe the features. • Understand and use geographical terms relating to relating to climate, biomes and trade (precipitation, vegetation belts, trade links, sustainability). • Describe and understand key aspects of human geography (relating to settlement and land use, trade and the distribution of natural resources).

<p>Science</p>	<p>Rainforests and Explorers (Darwin)</p> <p><u>Living Things and their Habitats</u></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 animals based on specific characteristics <p><u>Evolution and Inheritance</u></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 parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
<p>PSHE</p>	<ul style="list-style-type: none"> • Taking responsibility for my own safety Personal and Social/Health • Changing relationships Sex Ed <p><u>Year 6 – Target Tracker skills</u></p> <ul style="list-style-type: none"> • Continue to develop strategies to deal with and manage different friendships. • Talk and write about his/her opinions on issues that affect him/her and society and realise the effect on others of their actions. • Realise the consequences of anti-social behaviour including racism and bullying. • Face new challenges positively. • Understand how to live a healthy lifestyle and have an awareness of how his/her body may change. • Make sensible choices regarding his/her well-being and take responsibility for his/her own safety.

RE	<p>Ancient Mayan religion</p> <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Explain his/her own response to the human experience of the concepts explored (Communicate). • Explain examples of how his/her own responses to the concepts can be applied in his/her own lives and the lives of others (Apply). • Explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts) (Enquire). • Explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied (Contextualise). • Evaluate the concepts by explaining his/her own values to people living a religious life by drawing on examples. Talk to others to enable him/her to discern for himself/herself and so identify and describe in increasingly complex ways some of the issues they raise (Evaluate).
Art/Design	<p>Henri Rousseau – create a rainforest painting</p> <p>Design, create and make Mayan masks</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Select ideas based on first hand observations, experience or imagination and develop these through open ended research. • Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. • Change and improve his/her own final work following feedback on his/her first thoughts and designs. • Use techniques, colours, tones and effects in an appropriate way to represent things I have seen. (watercolour painting) • Create intricate designs by simplifying and modifying sketchbook designs (figure drawing). • Follow a design brief to achieve an effect for a particular function (masks). • Use different colours, textures and techniques in his/her artwork and explain the choices he/she has made (poster paints).

ICT	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use more than one piece of software to complete a task and design a task for a given audience.
Music	<p>Rainforest Raps</p> <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> Deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets (Duration). Appropriately discuss the dimensions of music and recognise them in music heard (Timbre). Sing as part of an ensemble with full confidence and precision (Pitch). Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression (Dynamics). Create a simple composition and record it using formal notation (Tempo) Improvise and compose music for a range of purposes using the inter-related dimensions of music (Texture).
PE	<p>Netball</p> <p>Gymnastics – shape and balance</p> <p>Mayan dance</p> <p>Sports day prep (playground activities and track and field)</p> <p><u>Year 6 – Target tracker skills</u></p>
Languages	<p>Spanish</p> <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> Learn a song or poem using the written words to help Write some simple sentences from memory. Use a wider range of adjectives to describe people and things, and use different verbs to describe actions. Begin to use intonation to differentiate between sentence types.
Trips	Living Rainforest

Subject	Summer Y6
	War and Peace
History	<ul style="list-style-type: none"> • WW2 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 <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Use dates to order and place events on a timeline. • Understand that the type of information available depends on the period of time studied. • Evaluate the usefulness of a variety of sources. • Understand that sources can contradict each other.
Geography	<p>WW2 – Study of countries involved in WW2 and local study of Gosport during WW2</p> <p>Locational knowledge</p> <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>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>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Identify and describe the significance of the Prime Meridian/Greenwich Meridian and time zones. • Use computer mapping to locate specific areas and describe the features. • Understand and use geographical terms relating to climate, biomes and trade (precipitation, vegetation belts, trade links, sustainability). • Describe and understand key aspects of human geography (relating to settlement and land use, trade and the distribution of natural resources).

<p>Science</p>	<p>Back in time for dinner (compare and contrast lifestyle of a family during the war till the present day)</p> <p>Animals, including humans</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <p>Anderson Shelters</p> <p>Electricity</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>WW2 – Searchlights – black out during blitz</p> <p>Light</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 travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
<p>PSHE</p>	<ul style="list-style-type: none"> The world of work Citizen Transition and managing change Personal and Social/Health <p><u>Year 6 – Target Tracker skills</u></p> <ul style="list-style-type: none"> Continue to develop strategies to deal with and manage different friendships. Talk and write about his/her opinions on issues that affect him/her and society and realise the effect on others of their actions. Realise the consequences of anti-social behaviour including racism and bullying. Face new challenges positively. Understand how to live a healthy lifestyle and have an awareness of how his/her body may change. Make sensible choices regarding his/her well-being and take responsibility for his/her own safety.

RE	<p><u>Judaism – linked to WW2</u></p> <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Explain his/her own response to the human experience of the concepts explored (Communicate). • Explain examples of how his/her own responses to the concepts can be applied in his/her own lives and the lives of others (Apply). • Explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts) (Enquire). • Explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied (Contextualise). • Evaluate the concepts by explaining his/her own values to people living a religious life by drawing on examples. Talk to others to enable him/her to discern for himself/herself and so identify and describe in increasingly complex ways some of the issues they raise (Evaluate).
Art/Design	<p>Propaganda Posters – posters paints</p> <p>Blitz silhouette artwork</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history. <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Select ideas based on first hand observations, experience or imagination and develop these through open ended research. • Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. • Change and improve his/her own final work following feedback on his/her first thoughts and designs. • Use techniques, colours, tones and effects in an appropriate way to represent things I have seen. (watercolour painting) • Create intricate designs by simplifying and modifying sketchbook designs (figure drawing). • Follow a design brief to achieve an effect for a particular function (masks). • Use different colours, textures and techniques in his/her artwork and explain the choices he/she has made (poster paints).

ICT	<ul style="list-style-type: none"> • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (Web research WW2) • Use software (excel) to help analyse and present data and information. • Use more than one piece of software to complete a task and design a task for a given audience.
DT	<p>STEM project - Anderson Shelters – Build a shelter that can protect you during a bombing raid</p> <p>Food – VE day street party – prepare a range of savoury and sweet dishes</p> <p>Design</p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Food</p> <ul style="list-style-type: none"> • 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 <p>Technical Knowledge</p> <ul style="list-style-type: none"> • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

<p>Music</p>	<p>Music from the War years</p> <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets (Duration). • Appropriately discuss the dimensions of music and recognise them in music heard (Timbre). • Sing as part of an ensemble with full confidence and precision (Pitch). • Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression (Dynamics). • Create a simple composition and record it using formal notation (Tempo) • Improvise and compose music for a range of purposes using the inter-related dimensions of music (Texture).
<p>PE</p>	<p>Sports day prep (playground activities and track and field</p> <p>Yoga</p> <p>Rounders</p> <p>WW2 dance</p> <p>Dance through Leavers’ assembly</p> <p>OAA</p> <p><u>Year 6 – Target tracker skills</u></p>
<p>Languages</p>	<p>Spanish – non-topic linked</p> <p><u>Year 6 – Target tracker skills</u></p> <ul style="list-style-type: none"> • Learn a song or poem using the written words to help • Write some simple sentences from memory. • Use a wider range of adjectives to describe people and things, and use different verbs to describe actions. • Begin to use intonation to differentiate between sentence types.
<p>Trips</p>	<ul style="list-style-type: none"> • Explosion evacuee day • Imperial War Museum