

Year Six Curriculum Map

Summer Term

Mathematics

Statistics

Interpret and construct pie charts and line graphs.

Calculate the mean as an average.

Geometry: Properties of shape

Draw 2D shapes using given dimensions and angles.

Recognise, describe and build simple 3D shapes – including making nets.

Compare and classify geometric shapes based on their properties.

Find unknown angles in triangles, quadrilaterals and regular polygons.

Recognise angles where they meet at a point, on a straight line or are vertically opposite and find missing angles.

Illustrate and name parts of circles, including radius, diameter and circumference.

Consolidation – SATS Preparation/Revision

Themed Projects/Investigations

Reading	Writing
Key Text: Once by Morris Gleitzman Key Text: The Swallows' Flight by Hilary McKay	To write a letter in role. To write a chapter from a different character's perspective. To write an information text about World War Two. To write a diary entry. To write a missing chapter.

RE	
Skills	Knowledge
<u>Kingdom of God</u> <u>What kind of king is Jesus?</u> Pupils should be able to: Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether the world could or should learn from Christian ideas.	<u>Kingdom of God</u> <u>What kind of king is Jesus?</u> Pupils will know that: Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world. <u>What can we learn from religion about temptation?</u> <u>Islam and Christianity</u> Pupils will know that:

What can we learn from religion about temptation?

Islam and Christianity

Pupils should be able to:

Engage with ideas about how trust in God or submission to God has an impact on the ways we behave.

Explore the moral choices we make throughout the unit, examining ideas of choice, responsibility and goodness for every child.

Many religious traditions offer a moral path, suggesting why we experience the desire to do wrong, or hurt others, and how to deal with that experience for the good of all.

In Christian thinking, temptation is the battle between good and evil played out in life.

In Muslim thinking, the Shaytan / devil whispers to people asking them to choose what is wrong, but Allah provides guidance in the Holy Qur'an and through the exemplary life of the Prophet to 'show us the straight path'

Science

Working scientifically

Evolution and Inheritance

Discuss inherited features, making a list in science books.

Children generate a testable hypothesis they can investigate as a class, such as 'Females are taller than males', 'Brown-eyed children also have brown hair' or 'People with larger hand spans also have larger feet'.

Children collect data by taking accurate, precise and repeated measurements in standard units, using a range of chosen equipment.

Children display their data using graphs and charts to identify if their hypothesis was correct. (Discuss the different graphing methods they could use, such as bar charts for discontinuous variation, line graphs for continuous variation or scatter graphs for looking for a correlation between two data sets.)

Children discuss their results and whether it proves or disproves their hypothesis then write a short scientific report, including their original hypothesis, results, graphs and a conclusion.

Light

Children choose one of the following questions to investigate:

How much light passes through a range of transparent and translucent materials?

How much light is absorbed by different materials?

Do all shiny materials reflect light?

Does crumpled foil reflect as much light as flat foil?

Which fabric would be the best to use to make a pair of curtains?

When does a material become opaque?

Is any material totally transparent?

Children design the method and list equipment needed for the experiment.

Children follow method and take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Children display their data appropriately. Give time for them to interrogate their data, seek out patterns and answer their question.

Knowledge

Evolution and Inheritance

Pupils should know that:

- Fossils are the remains or traces of once-living things preserved as rock and are over 10,000 years old.
- Living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- The theory of evolution was developed in the 19th century by the naturalists Charles Darwin and Alfred Russel Wallace. It states that: all life on Earth has evolved from simple life forms to more complex ones over time; all life on Earth has common ancestors and is therefore related, and; living things with characteristics most suited to their environment are more likely to survive and reproduce.
- An adaptation is a physical or behavioural trait that allows a living thing to survive and that animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light

Pupils should build on the work on light in Year 3 and know that:

- Light is a form of energy that travels as waves in straight lines.
- Light sources give out light. They can be natural or artificial.
- When light hits an object, it is absorbed, scattered, reflected off in a straight line or a combination of all three.
- For us to 'see' light must travel into our eye. Light can travel directly from a light source to our eyes or light can travel from a light source to objects which then reflect the light into our eyes.
- Vertebrates, such as mammals, birds and reptiles, have a cornea and lens that refracts light that enters the eye and focuses it on the nerve tissue at the back of the eye, which is called the retina. Once light reaches the retina, it is transmitted to the brain via the optic nerve.

- The electromagnetic spectrum includes visible light that humans can see and light that humans cannot see. Visible light is made up of coloured light that when mixed makes white light. The way objects reflect or absorb light determines their colour.
- Shadows have a same shape as the objects that cast them due to light travelling in straight lines.

History: Britain at War

Skills

Describe the causes and consequences of a significant event in history. Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.

Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society (WWI and WWII).

Describe the causes and consequences of a significant event in history (WWI and WWII).

Describe some of the significant achievements of mankind and explain why they are important.

Articulate the significance of a historical person, event, discovery or invention in British history.

Identify different types of bias in historical sources and explain the impact of that bias.

Knowledge

Causes of World War One

The First World War started because of alliances, imperialism, militarism and nationalism within Europe. These four aspects caused rising tensions. The assassination of Archduke Franz Ferdinand of Austria-Hungary on 28th June 1914, by the Serbian Nationalist Gavrilo Princip, led Austria-Hungary to declare war on Serbia. Countries who had made alliances were then drawn into the war.

Volunteering to Fight/ Life in the Trenches

Men volunteered to go to war for many reasons, including patriotism, propaganda, peer pressure, shame and adventure.

There are a wide variety of sources of evidence about life in First World War trenches, including film footage, first-hand recounts, photographs and letters. However, it is important to critically evaluate these sources to decide if the evidence is useful, can be trusted and whether they include bias and an author's viewpoint.

First World War Weaponry

New weaponry technology developed at a rapid rate during the First World War. Aircraft were used for spying and bombing, tanks were used to provide protection from bullets and shells, submarines could sail underwater to places ships could not reach, poisonous gas was used in warfare for the first time and new machine guns and heavy artillery caused large numbers of casualties.

Impact of the First World War on British Citizens

War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.

The long- and short-term causes of the end of WW1 led to a range of consequences for individuals, small groups of people and society as a whole.

Causes of World War Two

There were many causes of the Second World War including the impact that the Treaty of Versailles had on Germany, fascism, Adolf Hitler and the Nazi Party, expansionism, militarism, the failure of the peace-keeping organisation, the League of Nations, and appeasement by Britain and France.

Preparing for War

Britain had learned from the First World War and started to prepare for the Second World War a year before it was declared.

Second World War Weaponry and Technology

The Second World War was the most technologically advanced war in history, with many new weapons and technological innovations.

The Battle of Britain

The Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940. It was the first major battle in history to be fought entirely in the air.

Impact of the Second World War on British Citizens

War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Different types of bias include political, cultural or racial.

End of the Second World War

Over 150,000 troops and thousands of ships and vehicles from Britain, the United States, Canada and France landed on the north coast of France on 6th June 1944, known as D-Day.

Geography

Skills	Knowledge
Explain interconnections between two or more areas of the world.	<u>Warring Nations of the Second World War</u> The Axis Powers were Germany (led by Adolf Hitler), Italy (led by Benito Mussolini) and Japan (led by Emperor Hirohito). The Allied Powers were Great Britain (led by Neville Chamberlain and then Winston Churchill), the Soviet Union (led by Joseph Stalin) and the United States (led by Franklin D Roosevelt and then Harry S Truman). Members of the British Commonwealth of Nations also fought for the Allied Powers. <u>Warring nations of the First World War</u> At the start of the war, the warring nations divided into two opposing groups. The Central Powers (Germany, Austria-Hungary and the Ottoman Empire) were on one side. The Allied Powers (Great Britain, France and Russia) were on the other. The Central Powers were geographically surrounded by the Allied Powers and had to fight on several fronts.

PE

Skills	Knowledge
<u>Rounders</u> To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament.	<u>Rounders</u> I strike a bowled ball consistently Show increasing control of skills under pressure Follow the rules of a game honestly and fairly Work collaboratively to get batters out and help the game run smoothly Recognise own strengths and areas to improve Understand and apply tactics in different roles. <u>Athletics</u> Compete within rules, performing honestly and fairly.

<u>Athletics</u> To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances.	Help others improve technique using teaching points. Identify our strengths and suggest ways to improve Perform jumps for distance Select and apply best running pace for event. Show accuracy when throwing for distance Understand different areas for fitness in different activities Use strategies to persevere for a personal best.
PSHE, Citizenship, Relationships	
Skills	Knowledge
Being My Best I can tell you how I can overcome problems and challenges on the way to achieving my goals. I can give examples of an emotional risk and a physical risk. Growing and Changing I can give an example of a secret that should be shared with a trusted adult. I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change. I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).	Being My Best Aspirations and Goal Setting Do goals and aspirations need a plan? Are problems, challenges and barriers part of achieving goals? How can problems, challenges and barriers be overcome? Managing Risk Are risks physical or emotional? How can a risk be emotional? What can someone do to reduce or remove risk? Growing and Changing Keeping Safe What secrets can be kept private? Why? Are there secrets that should be shared? Why? Who should some secrets be shared with? Body Image What physical changes happen during puberty? How might someone feel when their body changes? Do emotional changes happen during puberty? Why? How can a person feel better about their body changing? Self-Esteem What can affect the way someone feels about themselves? What can someone do or say to feel good about themselves? Do words affect someone as much as actions? How?

Design Technology	
Area: Mechanical systems: Pulleys or Gears	Brief: Designing, making and evaluating a new toy vehicle for children in a particular age range

Skills	Knowledge
Designing Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Making Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team Select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Evaluating Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project.	Pulley—a grooved wheel over which a drive belt can run. Gear—a wheel with teeth around its circumference. Drive belt—the belt which connects and transfers movement between two pulleys. Gearing up or down—changing the rotational speed of a product by the use of pulleys or gears. When a small pulley or gear is used to drive a larger one the rotational speed is reduced and the product has been geared down. Mechanical system—a set of related parts or components used to create movement. Driver—the gear or pulley that provides the input movement to the system Follower—the gear or pulley that provides the output movement to the system Mesh—the point where two gears join together and transfer movement. Motor spindle—the rod on the end of the motor onto which a gear or pulley is attached

Computing	
Skills	Knowledge
3D Modelling To manipulate/modify 3D models digitally. (lift, lower combine objects.) To plan and create own 3D model for a given purpose. Programming B To explain that selection can control the flow of a program. To update a variable with a user input. To use a conditional statement to compare a variable to a value. To design a project that uses inputs and outputs on a controllable device.	3D Modelling To understand that you can work in three dimensions on a computer. To understand that 3D objects can be modified and combined in a 3D model. Programming B To know that a micro:bit as an input, process, output device that can be programmed. Pupils will explore how if, then, else statements are used to direct the flow of a program. To know the importance of order in programs.

To develop a program to use inputs and outputs on a controllable device.	
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Art

Artist: Pablo Picasso / Paul Nash

Art form: Drawing

Skills

Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.

Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.

Mix colour, shades and tones with confidence building on previous knowledge.

Understanding what works well in their work and why.

Use sketchbooks to collect and record visual information from different sources as well as planning and sourcing material.

Adapt their work according to their views and describe how they might develop it further.

Annotate work in sketchbook.

Show an awareness of how paintings are created (composition).

To have an in depth understanding of many painters and the influence of the period of the time in which they worked.

Discuss and review own and others work, expressing thoughts and feelings explaining their views.

Identify artists who have worked in a similar way to their own work.

Explore a range of great artists, architects and designers in history.

Knowledge

Pablo Picasso

Born 25th October 1881 Malaga, Spain Died 8th April 1973 Mougins, France
Picasso is known as the most important art figures in the 20th century. He was well known because of his distinct style and eye for artist creation and was responsible for co-founding the Cubist movement

Paul Nash

Born 11th May 1889 London, England Died 11th July 1946 Bournemouth, England
Nash was a British surrealist painter and war artist as well as a photographer and writer. He was amongst the most important landscape artists of the first half of the 20th century. He played a key role in the development of Modernism in English art.

Cubism: A new approach to representing reality in 1907 invented by Pablo Picasso and Georges Braque. They brought different views of subjects resulting in paintings that appear to be fragmented and abstract.

Surrealism: A movement where artists find beauty in the unexpected, the disregarded and unconventional.

Formal elements: The elements of art are line, shape, space, form, tone, texture, pattern, colour and composition.

Mood: The emotions a work of art conveys.

Music (Charanga)

Title: Year 6 Production

Style:

Theme:

Performance: Whole school and Parents

French

Skills

To learn about travel to a francophone location.
To find and access information about the francophone location.
To read and understand a simple hand-written letter in French.
To find the location on a world map or globe.
To re-use language of compass directions and of finding way.
To learn cultural awareness of the location.
To transfer language learnt in KS2 to KS3.

Knowledge

1. (a) Listen carefully and respond to instructions.
(b) Develop understanding of different means of transport to distant places.
(c) Practise telling the time.
(d) Make their own 'passport' in French.
2. (a) Use a bilingual dictionary for a real purpose.
(b) Write/e-mail asking for information from an official body, using limited phrases in the foreign language.
(c) Develop presentation skills.
3. (a) Read and understand a hand-written letter in simple French.
4. (a) Use geography skills to find the location.
(b) Create and perform, with a partner, role-plays relating to finding the way in a strange place.
(c) Revise and include known vocabulary and structures.
5. (a) Repeat new vocabulary accurately.
(b) Consider what is the same and what is different in another country.
(c) Describe the images in oral and written form, beginning to use longer and more accurate descriptions in French.
(d) Begin to notice where products originate and relate these to the distant location.
(e) Follow oral or written instructions in French to produce a typical dish.

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| | <p>6. (a) Complete appropriate sections of a record of achievement and collate examples of good work for transfer to secondary school, e.g. using the European Language Portfolio.</p> <p>(b) Develop a joint venture with the secondary school for both pre-and post-transfer.</p> |
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