



Year 6 – Curriculum Map – 2020-2021 DP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	World Wars		Earthquakes and Volcanoes		Animals - desert	TBC/production
English	Author Study - <i>The Book Thief</i> / <i>The Mozart Question</i> (Stories which raise issues or dilemmas) Classic / Free Verse Poetry - British war poetry Narrative techniques - Flashbacks (linked to poppies) Recounts (journalistic) from different perspectives Discussion		Classic Fiction - Rebirth stories - <i>A Christmas Carol</i> Non Chronological reports - Linked to creatures in exotic locations Extended Traditional stories - building tension and suspense Recounts - Biographies Narrative - Writing from a perspective - (Concert / football match) Persuasion - Blogs on holiday destinations in Earthquake destinations/holiday brochures etc.		Explanation text Narrative -Adventure - <i>DJ and the Valley of the Dunes - A tale of desert folklore</i> Explanation - Based on the <i>Titanic</i> / <i>Vikings</i>	Instructional writing Quest Narratives - Extended Stories in chapters
Class Text	<i>The Mozart Question</i> / <i>The Book Thief</i> / <i>Once</i> / <i>When Hitler stole pink rabbit</i>		<i>A Drowned City</i> / <i>A Christmas Carol</i>		<i>The Hobbit</i> / <i>The Island</i>	Production script
Science	<u>Key Skills:</u> think independently undertake practical work use written and verbal explanations use scientific vocabulary raise questions about working scientifically carry out scientific investigations use written and verbal explanations report scientific findings		<u>Key Skills:</u> solve challenging problems undertake practical work find links between scientific technologies think independently raise questions about working scientifically use written and verbal explanations use scientific vocabulary carry out scientific investigations		<u>Key Skills:</u> solve challenging problems use scientific vocabulary raise questions about working scientifically think independently find links between scientific technologies <u>Biology - To understand evolution and inheritance</u> • Recognise that living things have changed over time and that fossils provide	<u>Key Skills:</u> use scientific vocabulary undertake practical work use written and verbal explanations use scientific vocabulary carry out scientific investigations <u>Biology - Understanding animals and humans</u> • Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory

	<p><u>find links between scientific technologies</u></p> <p><u>Physics - Sound (A1)</u></p> <ul style="list-style-type: none"> • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. <p><u>Chemistry - Electricity (A2)</u></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. <ul style="list-style-type: none"> • To raise questions about working scientifically • To carry out scientific investigations • To undertake practical work 	<p><u>Chemistry - Reversible changes and irreversible changes (S2)</u></p> <ul style="list-style-type: none"> • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda. <ul style="list-style-type: none"> • To use written and verbal explanations • To report scientific findings <p><u>Physics - Light (S1)</u></p> <ul style="list-style-type: none"> • Understand 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 eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. • 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. 	<p>information about living things that inhabited the Earth millions of years ago.</p> <ul style="list-style-type: none"> • 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>system, and describe the functions of the heart, blood vessels and blood.</p> <ul style="list-style-type: none"> • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans. <p><u>Sex and Relationships Education</u></p> <ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals. <ul style="list-style-type: none"> • To use scientific vocabulary
History	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> To question events To gather evidence To interpret and compare sources To explain events of the past To use chronological language To use historical vocabulary To ask historical questions <p><u>World War I (A1) and II (A2)</u></p>			<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> To gather evidence To interpret and compare sources To use chronological language To use chronology <p><u>History of football/ links to production</u></p> <ul style="list-style-type: none"> • Use original ways to present information and ideas. • Use sources of information

	<ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Identify continuity and change in the history of the locality of the school • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • <i>dates, time period, era, chronology, continuity, change, century, decade, legacy</i> • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. 			<p>to form testable hypotheses about the past.</p> <ul style="list-style-type: none"> • Refine lines of enquiry as appropriate. • Use dates and terms accurately in describing events.
<p>Geography</p>	<p><u>Key Skills:</u></p> <p>To understand the local area</p> <p>To understand and explain human features</p> <p>To use fieldwork and observation skills</p> <p>To use geographical resources</p> <p><u>London during World War II (A2)</u></p> <ul style="list-style-type: none"> • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). 	<p><u>Key Skills:</u></p> <p>To ask and answer geographical questions</p> <p>To use geographical resources</p> <p>To understand and explain physical features</p> <p>To understand and explain human features</p> <p>To compare locations</p> <p>To use geographical language and vocabulary</p> <p>To read compass points and grid references</p> <p><u>Natural disasters around the world (S1)</u></p> <ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location 	<p><u>Key Skills:</u></p> <p>To ask and answer geographical questions</p> <p>To understand and explain physical features</p> <p>To compare locations</p> <p>To use geographical language and vocabulary</p> <p>To read compass points and grid references</p> <p><u>Deserts around the world</u></p> <ul style="list-style-type: none"> • Understand some of the reasons for geographical similarities and differences between countries. • Name and locate some of the countries and cities of the world and their identifying 	

		<ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time • Describe how locations around the world are changing and explain some of the reasons for change. <p>Geography - land use</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. 	<p>human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> • Describe geographical diversity across the world. 	
<p>Design and Technology</p>	<p><u>Key Skills:</u> To prepare food hygienically</p> <p>To use assembling and cooking techniques</p> <p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To evaluate, refine and improve</p> <p>To explore and compare product design</p> <p><u>Cooking - linked to rations food in WWII (A2)</u></p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p><u>Bomb siren</u></p> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). • Use innovative combinations of electronics (or computing) and mechanics in product designs. 	<p><u>Key Skills:</u> To use cutting techniques</p> <p>To use modify and create textiles</p> <p>To use mechanics (and apply coding KS2)</p> <p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To evaluate, refine and improve</p> <p><u>Earthquake proof building (S2)</u></p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). • Create innovative designs that improve upon existing products • Evaluate the design of products so as to suggest improvements to the user experience. 		<p><u>Key Skills:</u> To use cutting techniques</p> <p>To use modify and create textiles</p> <p>To construct and assemble products</p> <p>To design with a purpose</p> <p>To use digital media</p> <p><u>Textiles - creating costumes for production</u></p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching

	<ul style="list-style-type: none"> • <i>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</i> • <i>Make products through stages of prototypes, making continual refinements.</i> • <i>Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</i> 			<p>techniques (such as back stitch for seams and running stitch to attach decoration).</p> <ul style="list-style-type: none"> • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).
Art	<p>Key Skills:</p> <ul style="list-style-type: none"> To use drawing skills To develop colour and patterns using brush techniques To respond to artistic ideas To collect visual information To use fixing techniques <p><u>Sketching buildings in London (A1)</u></p> <ul style="list-style-type: none"> • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Use lines to represent movement. • Create an accurate pattern, showing fine detail. 		<p>Key Skills:</p> <ul style="list-style-type: none"> To collect visual information To develop colour and patterns using brush techniques To use drawing skills To use printing techniques To take inspiration from artists To use sculpture <p><u>Desert animal artwork</u></p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing based upon ideas from other artists. • Build up layers of colours. • Use a range of visual elements to reflect the purpose of the work. 	

Computing	<p>*CODING - See new curriculum planning - separate*</p> <p>• Choose the most suitable applications and devices for the purposes of communication.</p>	<p><u>Key Skills:</u></p> <p>To be safe and responsible To use online platforms appropriately To collect and organise data To present data (upper KS2)</p>	<p><u>Key Skills:</u></p> <p>To communicate through APPs and devices To understand e-safety laws To use online platforms appropriately To be safe and responsible</p>	<p><u>Key Skills:</u></p> <p>To use variables for calculations (KS2) To create messages To collect and organise data To present data (upper KS2)</p>	<p><u>Key Skills:</u></p> <p>To understand and import instructions To use online platforms appropriately To be safe and responsible To understand e-safety laws To create messages To communicate through APPs and devices To collect and organise data</p>	<p><u>Key Skills:</u></p> <p>To understand and import instructions To be safe and responsible To communicate through APPs and devices To collect and organise data To present data (upper KS2)</p>
RE See separate planning *	Creation	Islam - in depth religion	Incarnation	Judaism - encounter religion Salvation	Gospel	Sikhism - in depth religion
Music - subject to change due to COVID-19	<p><u>Singing - carol concert (A2)</u></p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Hold a part within a round. • Perform with controlled breathing (voice) and skilful playing (instrument). • Convey the relationship between the lyrics and the melody. 		<p><u>Musical theory (S2)</u></p> <ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical staff. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. • Create songs with verses and a chorus. 			<p><u>Singing - production</u></p> <ul style="list-style-type: none"> • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Use digital technologies to compose, edit and refine pieces of music.

<p>Music (Worships)</p>	<p>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p>					
<p>P.E</p>	<p><u>Badminton</u></p> <p><u>Key Skill:</u></p> <p>To strike an object</p> <p>To retrieve and receive an object</p> <p>To compete as an individual</p> <p>To develop accuracy</p> <p>• Use forehand and backhand when playing racket games.</p>	<p><u>Netball</u></p> <p><u>Key Skill:</u></p> <p>To retrieve and receive an object</p> <p>To compete as an individual</p> <p>To develop accuracy</p> <p>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <p>• Work alone, or with team mates in order to gain points or possession.</p> <p>• Choose the most appropriate tactics for a game.</p>	<p><u>Gymnastics</u></p> <p><u>Key Skills:</u></p> <p>To copy and repeat movements</p> <p>To move with a purpose</p> <p>To move the body with control and balance</p> <p>To plan and perform movements</p> <p>• Create complex and well - executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> • swinging • springing • inversions • rotations • bending, stretching and twisting • gestures • linking skills. <p>• Vary speed, direction, level and body rotation during floor performances.</p> <p>• Practise and refine the gymnastic techniques used in performances (listed above).</p> <p>• Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).</p>	<p><u>Sports Day practice (Athletics)</u></p> <p>To adapt running through speed and stamina</p> <p>To develop throwing for a purpose</p> <p>To jump for a purpose</p> <p>To compete against others or myself</p> <p><u>Key Skills:</u></p> <p>To adapt running through speed and stamina</p> <p>To develop throwing for a purpose</p> <p>To jump for a purpose</p> <p>To compete against others or myself</p> <p>• Uphold the spirit of fair play and respect in all competitive situations.</p> <p><u>Key Skills:</u></p> <p>To be prepared and ready</p> <p>To understand risk</p> <p>To lead or work within a team</p> <p>To adapt and show resilience</p>	<p><u>Dance</u></p> <p><u>Key Skills:</u></p> <p>To copy and repeat movements</p> <p>To move with a purpose</p> <p>To move the body with control and balance</p> <p>To plan and perform movements</p> <p>• Perform and create complex sequences.</p> <p>• Express an idea in original and imaginative ways.</p> <p>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p><u>OAA - PGL</u></p> <p>• Select appropriate equipment for outdoor and adventurous activity.</p> <p>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</p> <p>• Embrace both leadership and team roles and gain the commitment and respect of a team.</p> <p>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>• Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>• Use a range of devices in order to orientate</p>	<p><u>Swimming</u></p> <p><u>Key Skills:</u></p> <p>To develop and use strokes</p> <p>To coordinate and control legs and arms</p> <p>To use accurate breathing techniques</p> <p>• Swim over 100 metres unaided.</p> <p>• Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <p>• Swim fluently with controlled strokes.</p> <p>• Turn efficiently at the end of a length.</p> <p>• Combine sprinting with low hurdles over 60 metres.</p> <p><u>Athletics</u></p> <p>• Uphold the spirit of fair play and respect in all competitive situations.</p> <p>• Throw accurately and refine performance by analysing technique and body shape.</p> <p>• Show control in take off and landings when jumping.</p> <p>• Compete with others and keep track of personal best performances, setting targets for improvement.</p>

					themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.	
PSHE	Jigsaw NEW SCHEME - trial RSE - Summer 2					
Suggested visits / inspiration visits	London - Imperial War Museum Maldon Military History museum Trip to barracks? Guest speaker - Evacuee	London Science Museum Young Voices		Natural History Museum PGL		Theatre trip - West End