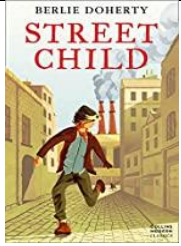
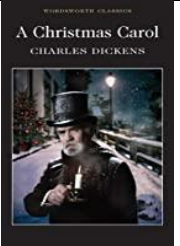
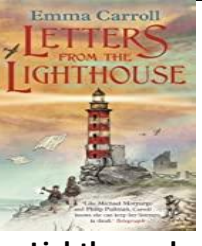
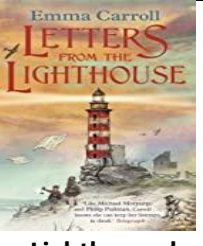
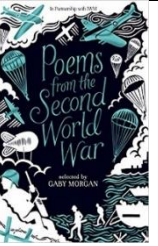
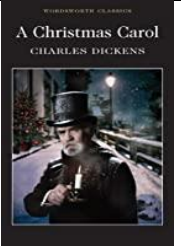
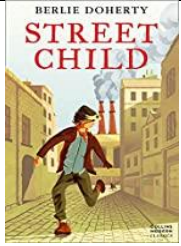


Curriculum Map Year 6 -2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Topic	<i>The Empire Strikes Back!</i> How have the Victorians influenced our lives now?		<i>War and Peace</i> League of Nations, World War II and the United Nations			All the World's a Stage						
Subject driver	<i>History & Geography</i>		<i>History & Art</i>		<i>Geography</i>							
Focus text	 Street Child by Berlie Doherty		 A Christmas Carol by Charles Dickens		 Letters from the Lighthouse by Rose Blanche							
English	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">Victorian Britain poetry – Kipling, Rossetti</div> <div style="width: 30%;">Narrative - alternative story ending</div> <div style="width: 30%;">Discussion texts - rights of the child</div> </div>		<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">Charles Dickens - older Literature</div> <div style="width: 30%;">Biography- Dickens Lord Shaftesbury Bernardo</div> <div style="width: 30%;">Diary entry</div> </div>		<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">War Poetry - Half a league by Alfred Lord Tennyson Rugby / battle</div> <div style="width: 30%;">Writing from different perspectives - WW1</div> <div style="width: 30%;">Letters (WW1)</div> </div>		<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">Historical story (link to Rose</div> <div style="width: 30%;">Newspaper reports - War reports.</div> <div style="width: 30%;">Persuasive writing – adverts Propaganda</div> </div>		<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">Explanatory Texts - Rivers</div> <div style="width: 30%;">Poetry - Sonnets (Shakespeare)</div> <div style="width: 30%;">Play script:</div> </div>			
Speaking and Listening	Presentations on Barnardo's – Use appropriate terminology, question and answers.		Teamwork and collaborative projects - taking on board the ideas of others and adapting work.		Presentations for different purposes – maintain effective control, choose the style to meet the needs of the listener (formal or informal) Propaganda		Performance Poetry – gesture, movement and intonation. Debating with a link to the United Nations - responding to differing viewpoints, summarising, counter arguments by referencing others ideas.		Adverts (range of purposes)– persuasive vocabulary development		Drama – play scripts texts – planning in groups and performing in groups Performing to wider audiences - production	
Maths	Number – Place Value Number – Addition, Subtraction, Multiplication and Division Fractions Measurement – Converting Units		Decimals Percentages Geometry – Position and Direction Measurement – Area, Perimeter and Volume Number – Ratio Statistics			Geometry – Property of Shapes Algebra Problem Solving Investigations						



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

<p>MFL</p>	<p>Verbs & Grammar Los Verbos Regulares</p> <p>-Understand better what personal/subject pronouns are. -Understand better the concept of verb stems and endings. -Conjugate easily and with clear understanding regular –er verbs like COMER. -Conjugate easily and with clear understanding regular –ir verbs like VIVIR. -Conjugate easily and with clear understanding regular –ar verbs like HABLAR.</p>	<p>At School – En El Colegio</p> <p>-Name the subjects we study in school in Spanish with the correct definitive article/determiner. -Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. -Start to tell the time by learning how to say time by the hour. -Explore the irregular, high frequently verb ir (to go) in full.</p>	<p>The Weekend – El Fin De Semana</p> <p>-Tell the time in Spanish using quarter past, half past and quarter to. -Say and write in Spanish what we do at the weekend using two or more sentences. -Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences,</p>	<p>World War II – La Segunda Guerra Mundial</p> <p>-Group and order words to decode unknown language. -Understand the key facts of history from WW2 when described in Spanish. -Say and write in Spanish the key countries and languages involved in WW2. -Write a letter in Spanish home explaining what the life is like as an evacuee living in the countryside.</p>	<p>Healthy Lifestyles –La Comida Sana</p> <p>-Say and write what we eat and drink to stay healthy. -Say and write what we do not eat and drink to stay healthy. -Say and write the activities we do and do not do to stay in shape including a choice of physical activities. -Follow a simple, healthy recipe in Spanish.</p>	<p>Me in the World – Yo En El Mundo</p> <p>-Say and spell some of the different countries and the relative capital cities in the Spanish-speaking world and find them on a map. -Say and write about some key celebrations in the Spanish speaking world and some of the differences in terms of geography and historical sites between Lima and Madrid. -Say and write something we do to help the planet.</p>
<p>PSHCE</p>	<p>Being Me in My World</p> <ol style="list-style-type: none"> 1. Identifying goals for the year 2. Global Citizenship 3. Children’s universal rights 4. Feeling welcome and valued 5. Choices, consequences and rewards 6. Group dynamics 7. Democracy, having a voice 8. Anti-social behaviour 9. Role-modelling 	<p>Celebrating Difference</p> <ol style="list-style-type: none"> 1. Perceptions of normality 2. Understanding disability 3. Power struggles 4. Understanding bullying 5. Inclusion/exclusion 6. Differences as conflict, differences as celebration 7. Empathy 	<p>Dreams and Goals</p> <ol style="list-style-type: none"> 1. Personal learning goals, in and out of school 2. Success criteria 3. Emotions in success 4. Making a difference in the world 5. Motivation 6. Recognising achievements 7. Compliments 	<p>Healthy Me</p> <ol style="list-style-type: none"> 1. Taking personal responsibility 2. How substances affect the body 3. Exploitation, including ‘county lines’ and gang culture 4. Emotional and mental health 5. Managing stress 	<p>Relationships</p> <ol style="list-style-type: none"> 1. Mental health 2. Identifying mental health worries and sources of support 3. Love and loss 4. Managing feelings 5. Power and control 6. Assertiveness 7. Technology safety 8. Take responsibility with technology use 	<p>Changing Me</p> <ol style="list-style-type: none"> 1. Self-image 2. Body image 3. Puberty and feelings 4. Conception to birth 5. Reflections about change 6. Physical attraction 7. Boyfriends/girlfriends 8. Respect and consent 9. Transition
<p>Religion & Worldview</p>	<p>Theme: Why does religion look different around the world?</p> <ol style="list-style-type: none"> 1. To recognise the importance of words used to describe God 2. To identify the similarities and differences between some Abrahamic religions. 3. To identify why some mitzvot have been adapted. 4. To explain reasons why traditions can vary within a religion. 4=5. To recognise how some religious practices are influenced by both culture and scripture 6. To discuss reasons why someone may choose to cover their hair. 	<p>Theme: Why does religion look different around the world?</p> <ol style="list-style-type: none"> 1. To recognise diversity within the Hindu worldview. 2. To recognise the impact of influences on beliefs. 3. To analyse and understand Diwali across different traditions. 4. To explain why there are different Buddhist teachings. 5. To make links and comparisons between different meditative practices. 6. To express the different factors that affect diversity within and across worldviews. 	<p>Theme: Why is it better to be there in person?</p> <ol style="list-style-type: none"> 1. To explore the factors that can shape someone’s experience of a religious or non-religious event. 2. To understand the significance of places for some Jewish and non-Jewish people. 3. To evaluate the rules around attending significant places. 4. To consider the challenges that many Muslims may face when travelling to Makkah. 5. To understand the significance of attending a non-religious event as a Humanist. 	<p>Theme: Why is there suffering?</p> <ol style="list-style-type: none"> 1. To explain some causes of suffering by exploring scripture and experience. 2. To understand the concept of free will through exploring scripture. 3. To investigate beliefs about human wrongdoing through religious perspectives. 4. To explore beliefs about suffering and goodness through scripture and personal responses. 5. To explore different beliefs about God’s role in suffering. 6. To examine how teachings about Jesus affect some Christian responses to suffering. 	<p>Theme: Why is there suffering?</p> <ol style="list-style-type: none"> 1. To consider how people’s beliefs influence their response to suffering. 2. To interpret the Buddhist concept of the Second Noble Truth using the story of Kisa Gotami. 3. To explore how the Four Noble Truths can help some Buddhists respond to suffering. 4. To recognise how the belief in Hukam can help some people in difficult times. 5. To discuss how some Shinto followers believe suffering can be prevented. 	<p>Theme: What place does religion have in our world today?</p> <ol style="list-style-type: none"> 1. To express a personal worldview through art. 2. To interpret the religious make-up of the UK by examining census data. 3. To compare the use of places of worship locally and elsewhere in the UK. 4. To investigate the spread of religion across the world. 5. To discuss the importance of freedom of religion and belief by analysing different scenarios. 6. To explain the importance of learning about and understanding others’ worldviews through real-life examples

			6.To explore the concept of pilgrimage and its relevance in the UK.		6.To recognise how responses to suffering vary using stories, beliefs and practices.	
Enrichment	Gunnersbury Park – Victorian day in the life of... Parliament – democracy and Prince Albert Houses of Parliament	Victorian day + ‘The Great Exhibition’ – celebration of work	Trip to Watford – day in the trenches Imperial War museum History Man	VE day Street Party/Tea Dance United Nations day – debating. Children representing countries Stixx – Anderson Shelters	Junior Citizenship	Globe Theatre End of Year Trip
RRSA	Article 42 (knowledge of rights) Article 40 (juvenile justice)	Article 32 (child labour) Victorian Workhouses	Article 38 (war and armed conflicts)	Article 22 (refugee children)	Article 33 (drug abuse)	Article 35 (abduction, sale and trafficking) Article 36 (other exploitation)