



Year 6 Curriculum Map

Autumn Term		
Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none"> Andy Warhol - drawing 	<ul style="list-style-type: none"> Use sketchbooks to experiment with methods learned and use this to make decisions about final art pieces. The name, nationality, style and famous works of Andy Warhol
Computing	<ul style="list-style-type: none"> E-Safety Technology in our lives 	<ul style="list-style-type: none"> Recognise that app permissions allow access to our personal information. How to reach out to responsible adults with evidence of the bullying behaviour Identify that there are a variety of ways to communicate over the internet
Design Technology	<ul style="list-style-type: none"> Pencil cases - Textiles 	<ul style="list-style-type: none"> To understand that it is important to design a product with the client/target customer in mind. To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. To understand the importance of consistently sized stitches.
Geography	<ul style="list-style-type: none"> North America – Maps and mapping 	<ul style="list-style-type: none"> Understand how time zones are shown on a map. Discuss how people are influenced by both physical and human geography on a local, national and global scale.
History	<ul style="list-style-type: none"> Vikings 	<ul style="list-style-type: none"> Know who the Vikings were and when and why they raided and invaded Britain. Place current study on time line in relation to other studies Recognise primary and secondary sources and their differing reliability
Languages	<ul style="list-style-type: none"> Le weekend Le vêtements 	<ul style="list-style-type: none"> To know the vocabulary for hobbies To know how to say I do and I don't do activities. To know how to ask the price of an item.
Music	<ul style="list-style-type: none"> Advanced rhythms Dynamics, pitch and tempo 	<ul style="list-style-type: none"> To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves' To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms To know that a quaver is worth half a beat. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.

		<ul style="list-style-type: none"> • To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright. • To know that a melody can be adapted by changing its pitch. • To know that a melody can be adapted by changing its dynamics.
PE	<ul style="list-style-type: none"> • Athletics • Games • Dance • Gymnastics 	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely and effectively. • Understand why exercise is good for health, fitness and wellbeing. • Know ways they can become healthier. • Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Begin to record their peers' performances, and evaluate these. • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
PSHE	<ul style="list-style-type: none"> • Being me in my world • Celebrating difference 	<ul style="list-style-type: none"> • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Know own wants and needs • Demonstrate empathy and understanding towards others • Can demonstrate attributes of a positive role-model • Know that power can play a part in a bullying or conflict situation • Know that there are different perceptions of 'being normal' and where these might come from • Know that difference can be a source of celebration as well as conflict • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship
RE	<ul style="list-style-type: none"> • Beliefs and practices – Islam • Christmas 	<ul style="list-style-type: none"> • Develop a further understanding of Islam – the 5 pillars of Islam • Explain the significance of why Mary was chosen as Jesus' mother.
Science	<ul style="list-style-type: none"> • Animals including humans • Living things 	<ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and explain 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 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 • Base predictions on findings from previous investigations.

Spring Term

Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none"> • Sculpture • Van Gogh - colour 	<ul style="list-style-type: none"> • Mix and match colours to create light, thinking about direction of light and its effect on images. • Shape, form, model and join using malleable and rigid materials – wire modelling, paper, card and mod rock. • The name, nationality, style and famous works of Vincent van Gogh
Computing	<ul style="list-style-type: none"> • Multimedia - Tinkercad • Programming - Scratch 	<ul style="list-style-type: none"> • Select, change the colour of, move, rotate, resize and delete a digital 3D shape (Tinkercad) • Identify examples of information that is variable (Scratch) • Create algorithms for a project
Design Technology	<ul style="list-style-type: none"> • Come dine with me – Food and nutrition 	<ul style="list-style-type: none"> • To know that 'flavour' is how a food or drink tastes. • To know that 'processed food' means food that has been put through multiple changes in a factory. • To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides.
Geography	<ul style="list-style-type: none"> • Earthquakes 	<ul style="list-style-type: none"> • Explain what causes an earthquake. • Describe how geographical features change over time.
History	<ul style="list-style-type: none"> • Mayans 	<ul style="list-style-type: none"> • Know some ways that Mayan civilization has influenced life today • Know some facts about the culture and lifestyle of the Mayan civilization • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
Languages	<ul style="list-style-type: none"> • Ma Journee • Les transports 	<ul style="list-style-type: none"> • To know the vocabulary modes of transport. • To know some daily routine phrases.
Music	<ul style="list-style-type: none"> • Theme and variations 	<ul style="list-style-type: none"> • To know that a 'theme' is a main melody in a piece of music. • To know that 'variations' in music are when a main melody is changed in some way throughout the piece. • To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.
PE	<ul style="list-style-type: none"> • Games • Dance 	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely and effectively. • Understand why exercise is good for health, fitness and wellbeing. • Know ways they can become healthier. • Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music. • Perform and apply a variety of skills and techniques confidently, consistently and with precision.

		<ul style="list-style-type: none"> • Begin to record their peers' performances, and evaluate these. • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
PSHE	<ul style="list-style-type: none"> • Dreams and goals • Healthy me 	<ul style="list-style-type: none"> • Know their own learning strengths • Know a variety of problems that the world is facing • Know some ways in which they could work with others to make the world a better place • Understand why it is important to stretch the boundaries of their current learning • Be able to give praise and compliments to other people when they recognise that person's achievements • Empathise with people who are suffering or living in difficult situations • Know how to take responsibility for their own health • Know what it means to be emotionally well • Know how to make choices that benefit their own health and well-being • Are motivated to care for their own physical and emotional health • Suggest strategies someone could use to avoid being pressured • Can use different strategies to manage stress and pressure
RE	<ul style="list-style-type: none"> • Beliefs and meanings – Christianity • Easter 	<ul style="list-style-type: none"> • Describe what Christians might learn about the afterlife from Bible stories. • Describe ways in which Christianity seems to be a strong religion today.
Science	<ul style="list-style-type: none"> • Light • Evolution and inheritance 	<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, and to predict the size of shadows when the position of the light source changes. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. • Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why, in a variety of comparative and fair tests.

Summer Term

Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none"> • Railway posters 	<ul style="list-style-type: none"> • Begin to use perspective in work using a single focus point and horizon.
Computing	<ul style="list-style-type: none"> • Handling Data - Excel 	<ul style="list-style-type: none"> • Enter data and formulas into a spreadsheet • Produce and use a chart to show the answer to a question
Design Technology	<ul style="list-style-type: none"> • Automata toy – Mechanical systems 	<ul style="list-style-type: none"> • To understand that the mechanism in an automata uses a system of cams, axles and followers.

Geography	<ul style="list-style-type: none"> • Railways 	<ul style="list-style-type: none"> • Analyse the positive and negative impact of a human change on both a local and global scale. • Use fieldwork to observe, measure record and present data for the human and physical features in the local area using a variety of methods, including sketch maps, plans and graphs, and digital technologies.
History	<ul style="list-style-type: none"> • Railways and Huntley and Palmer – Local history 	<ul style="list-style-type: none"> • To know the history of Huntley and Palmer • To know the impact of the railway on Reading and the GWR. • Explain a past event in terms of cause and effect using evidence to support and illustrate their explanation
Languages	<ul style="list-style-type: none"> • Les sports • Revision 	<ul style="list-style-type: none"> • To know the vocabulary for different sports
Music	<ul style="list-style-type: none"> • Composing and performing a leavers' song 	<ul style="list-style-type: none"> • To know that a chord progression is a sequence of chords that repeats throughout a song. • To know that a melody can be adapted by changing its dynamics, pitch or tempo. • To know that chord progressions are represented in music by Roman numerals. • To understand that all types of music notation show note duration.
PE	<ul style="list-style-type: none"> • Athletics • Games • Swimming 	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> • Understand the importance of warming up and cooling down. • Carry out warm-ups and cool-downs safely and effectively. • Understand why exercise is good for health, fitness and wellbeing. • Know ways they can become healthier. • Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Begin to record their peers' performances, and evaluate these. • Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.
PSHE	<ul style="list-style-type: none"> • Relationships • Changing me 	<ul style="list-style-type: none"> • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Recognise ways they can develop their own self-esteem

		<ul style="list-style-type: none"> • Can express how they feel about the changes that will happen to them during puberty • Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
RE	<ul style="list-style-type: none"> • Beliefs and moral values - Islam 	<ul style="list-style-type: none"> • Develop a further understanding of Islam – what Muslims believe happens after death • Describe how Muslims might try to lead lives respectful to God.
Science	<ul style="list-style-type: none"> • Electricity 	<ul style="list-style-type: none"> • 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.