



Year 6 Curriculum Map

Autumn Term		
Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none">Contrast and Culture: Drawing and Pop Art with Andy Warhol	<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">Digital Leadership and IndependenceCommunication and collaboration	<ul style="list-style-type: none">Recognise the signs of grooming and know how to seek help.Identify that there are a variety of ways to communicate over the internet
Design Technology	<ul style="list-style-type: none">Bags (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">Mapping and North America	<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">The 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 studiesRecognise primary and secondary sources and their differing reliability
Languages	<ul style="list-style-type: none">Le weekendLe vêtements	<ul style="list-style-type: none">To know the vocabulary for hobbiesTo 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">Dynamics, pitch and tempoTheme and variations	<ul style="list-style-type: none">To know that the conductor beats time to help the performers work well together.To understand that improvisation means making up music 'on the spot'.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 e.g. warm or cold, rich or bright. • 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 know that ‘The Young Person’s Guide to the Orchestra’ was written in 1945 by Benjamin Britten. • 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"> • Dance (Unit 1) • Tag Rugby • Gymnastics (Unit 1) • Netball 	<ul style="list-style-type: none"> • Perform demonstrating key features of Street Dance and Physical Theatre. Use choreographic devices to show conflict. Bring performance skills to their work and interpret in detail another pair’s dance. • Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group. • Experience flight on and off high apparatus. Develop and perform a range of partner balances. Use equipment and formations confidently in a rhythmic gymnastics style sequence. • Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances.
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

		<ul style="list-style-type: none"> • Be able to recognise when someone is exerting power negatively in a relationship
RE	<ul style="list-style-type: none"> • Why does religion look different around the world? (Part 1) • Why does religion look different around the world? (Part 2) 	<ul style="list-style-type: none"> • Explain the meaning and origin of the prefix 'omni' and understand the significance of omni words in religious circumstances. • Compare similarities and differences between the Abrahamic religions. • Recall why different worldviews may have interpreted similar origins differently. • Give reasons about why Shabbat can be observed differently. • Consider how geography and culture can affect religious traditions. • Explain why people may choose to wear head wear or hair coverings to support their belief. • Recognise some ways Hindu worship is influenced by geography, history and culture. • List how some people in the Hindu community practise their religion in the UK. • Suggest similarities and differences between how people practise their religion in the UK and India. • Understand that being part of a religion does not always mean a person is a theist. • Consider how a person may identify as a Sikh. • List ways some Sikhs feel part of the community. • Consider the symbolism of light in different worldview stories. • List some similarities and differences between the way Buddhist monks and lay people spend their day. • Describe different ways a Buddhist can practice to fulfil a discipline.
Science	<ul style="list-style-type: none"> • Classifying big and small • Light and reflection 	<ul style="list-style-type: none"> • To know that 'organism' is a term used to refer to an individual living thing. • To know that micro-organisms are incredibly small and cannot usually be seen by the naked eye. • To know the characteristics of the different groups of vertebrates and commonly found invertebrates. • To know about famous scientists throughout history. • Light travels in a straight line from a light source. • Luminous objects are seen as a result of light directly entering the eye, whereas non-luminous objects reflect light into the eye. • Shiny surfaces reflect light uniformly. • When light is reflected off a surface, its direction changes. • Mirrors and periscopes work using reflection of light on smooth surfaces.

Spring Term

Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none"> Masks and Mood: Sculpture and Colour in Mayan and Van Gogh Style 	<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"> 3D Modelling Variables in games 	<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"> The Mayan Civilisation 	<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"> Baroque 	<ul style="list-style-type: none"> To know that music in which very similar parts are introduced one by one to overlap is called a canon. To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

PE	<ul style="list-style-type: none"> • Dance (Unit 2) • Tennis • Gymnastics (Unit 2) 	<ul style="list-style-type: none"> • Demonstrating narrative through contact and relationships. Showing tension through pattern and formation. • Develop backhand shots. Introduce the lob shot. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve. • Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.
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"> • Why is it better to be there in person? • Why is there suffering? (Part 1) 	<ul style="list-style-type: none"> • Identify the common features and significance of both religious and non-religious gatherings. • Suggest reasons people might attend such events. • Explain the importance of place, people and practice in the context of gatherings. • Articulate the importance of Jerusalem to Jewish people. • Discuss why the Dome of the Rock is important to some Muslim people. • Identify the significance of Makkah for many Muslims. • Explain the significance of various pilgrimage sites in different religious worldviews. • Make thoughtful connections between the pilgrimage sites and the concept of spirituality. • Make links between the creation story in Genesis and the concept of suffering. • Suggest some ideas as to why suffering exists in the world. • Discuss passages from Genesis that relate to free will, demonstrating an understanding of context.

		<ul style="list-style-type: none"> • Identify different reasons why humans may make choices that cause suffering. • Draw connections between stories from scripture. • Explain why some people turn to prayer during times of suffering. • Make connections between teachings about Jesus and how some Christians view and respond to suffering. • Use scripture and personal responses to support their understanding.
Science	<ul style="list-style-type: none"> • Evolution and inheritance • Circuits, batteries and switches 	<ul style="list-style-type: none"> • Living things have changed over time. • Fossils provide information about living things that inhabited the Earth millions of years ago. • Characteristics are passed from parents to their offspring, but all offspring vary from their parents. • Over time, variation in offspring can affect animals' chances of survival in particular environments. • Animals and plants have adapted to suit their environment over many millions of years and this process can be called evolution. • A variety of components in a series circuit (including buzzer and motor). • Conventions are used to draw circuit diagrams, including the recognised symbols for common components and using straight lines. • The voltage of a circuit can be changed and this affects bulb brightness (or buzzer volume). • A range of jobs and careers that use scientific knowledge and methods. • How scientific evidence is used to support or refute ideas or arguments.

Summer Term		
Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none"> • Posters with Perspective: Railway-Inspired Art 	<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"> • Introduction to Spreadsheets 	<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"> • Pop up books (Mechanical Systems) 	<ul style="list-style-type: none"> • To know that mechanisms control movement.
Geography	<ul style="list-style-type: none"> • Railways and Fieldwork 	<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 the Growth of Reading 	<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"> • OAA • Athletics • Rounders 	<ul style="list-style-type: none"> • Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role. Use knowledge of PE and physical activities to suggest design ideas & amendments to games. • Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement. • Apply rounders rules consistently. Play small-sided games using standard rounders pitch layout. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.
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

		<ul style="list-style-type: none"> • 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 • 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"> • Why is there suffering? (Part 2) • What place does religion have in our world today? 	<ul style="list-style-type: none"> • Consider different responses to suffering. • Explore their own views and responses to suffering. • Acknowledge that many Buddhists accept that suffering is a part of everybody's lives. • Define the words Hukam and Naam and explain how they can be helpful to some Sikhs. • Share reasons why many Sikhs live good lives despite the belief that God has a plan for them. • Explain some Shinto beliefs about kami. • Rank ideas to show their personal responses. • Consider how their learning has reflected or developed their own views about suffering. • Reflect on their own learning and how it has impacted their personal development. • Analyse census data to identify trends and changes in the religious makeup of the UK. • Reflect on how their local area's data compares with an alternative area and national trends. • Discuss reasons for the changing uses of religious buildings over time. • Analyse and respond to data about religious diversity across the world. • Discuss the historical and geographical influences on the spread and current distribution of religions. • Explain the concept of freedom of religion or belief. • Consider their own responses to issues related to freedom of religion and belief. • Demonstrate an understanding of the need for tolerance and respect. • Explore the role of learning about religion and worldviews in daily life.
Science	<ul style="list-style-type: none"> • Circulation and health 	<ul style="list-style-type: none"> • The main parts of the human circulatory system (heart, blood vessels and blood). • The heart pumps blood around the body.

	<ul style="list-style-type: none">• Are some sunglasses safer than others?	<ul style="list-style-type: none">• Blood vessels transport blood around the body.• Blood transports vital substances around the body, including oxygen and nutrients.• The relationships between different organ systems.
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