



# Year 6 Curriculum Map

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

		<ul style="list-style-type: none"> <li>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.</li> <li>To know that a melody can be adapted by changing its pitch.</li> <li>To know that a melody can be adapted by changing its dynamics.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Games</li> <li>Dance</li> <li>Gymnastics</li> </ul>	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> <li>Understand the importance of warming up and cooling down.</li> <li>Carry out warm-ups and cool-downs safely and effectively.</li> <li>Understand why exercise is good for health, fitness and wellbeing.</li> <li>Know ways they can become healthier.</li> <li>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</li> <li>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> <li>Begin to record their peers' performances, and evaluate these.</li> <li>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Being me in my world</li> <li>Celebrating difference</li> </ul>	<ul style="list-style-type: none"> <li>Know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>Know about the lives of children in other parts of the world</li> <li>Know that personal choices can affect others locally and globally</li> <li>Know own wants and needs</li> <li>Demonstrate empathy and understanding towards others</li> <li>Can demonstrate attributes of a positive role-model</li> <li>Know that power can play a part in a bullying or conflict situation</li> <li>Know that there are different perceptions of 'being normal' and where these might come from</li> <li>Know that difference can be a source of celebration as well as conflict</li> <li>Empathise with people who are different and be aware of my own feelings towards them</li> <li>Identify feelings associated with being excluded</li> <li>Be able to recognise when someone is exerting power negatively in a relationship</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>Beliefs and practices – Islam</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>Develop a further understanding of Islam – the 5 pillars of Islam</li> <li>Explain the significance of why Mary was chosen as Jesus' mother.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Classifying Big and Small</li> <li>Light and Reflection</li> </ul>	<ul style="list-style-type: none"> <li>To know that 'organism' is a term used to refer to an individual living thing.</li> <li>To know that micro-organisms are incredibly small and cannot usually be seen by the naked eye.</li> <li>To know the characteristics of the different groups of vertebrates and commonly found invertebrates.</li> <li>To know about famous scientists throughout history.</li> <li>Light travels in a straight line from a light source.</li> </ul>

		<ul style="list-style-type: none"> <li>• Luminous objects are seen as a result of light directly entering the eye, whereas non-luminous objects reflect light into the eye.</li> <li>• Shiny surfaces reflect light uniformly.</li> <li>• When light is reflected off a surface, its direction changes.</li> <li>• Mirrors and periscopes work using reflection of light on smooth surfaces.</li> <li>•</li> </ul>
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## Spring Term

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

		<ul style="list-style-type: none"> <li>• Carry out warm-ups and cool-downs safely and effectively.</li> <li>• Understand why exercise is good for health, fitness and wellbeing.</li> <li>• Know ways they can become healthier.</li> <li>• Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</li> <li>• Perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> <li>• Begin to record their peers' performances, and evaluate these.</li> <li>• Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• Dreams and goals</li> <li>• Healthy me</li> </ul>	<ul style="list-style-type: none"> <li>• Know their own learning strengths</li> <li>• Know a variety of problems that the world is facing</li> <li>• Know some ways in which they could work with others to make the world a better place</li> <li>• Understand why it is important to stretch the boundaries of their current learning</li> <li>• Be able to give praise and compliments to other people when they recognise that person's achievements</li> <li>• Empathise with people who are suffering or living in difficult situations</li> <li>• Know how to take responsibility for their own health</li> <li>• Know what it means to be emotionally well</li> <li>• Know how to make choices that benefit their own health and well-being</li> <li>• Are motivated to care for their own physical and emotional health</li> <li>• Suggest strategies someone could use to avoid being pressured</li> <li>• Can use different strategies to manage stress and pressure</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Beliefs and meanings – Christianity</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what Christians might learn about the afterlife from Bible stories.</li> <li>• Describe ways in which Christianity seems to be a strong religion today.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Evolution and inheritance</li> <li>• Circuits, Batteries and Switches</li> </ul>	<ul style="list-style-type: none"> <li>• Living things have changed over time.</li> <li>• Fossils provide information about living things that inhabited the Earth millions of years ago.</li> <li>• Characteristics are passed from parents to their offspring, but all offspring vary from their parents.</li> <li>• Over time, variation in offspring can affect animals' chances of survival in particular environments.</li> <li>• Animals and plants have adapted to suit their environment over many millions of years and this process can be called evolution.</li> <li>• A variety of components in a series circuit (including buzzer and motor).</li> <li>• Conventions are used to draw circuit diagrams, including the recognised symbols for common components and using straight lines.</li> </ul>

		<ul style="list-style-type: none"> <li>• The voltage of a circuit can be changed and this affects bulb brightness (or buzzer volume).</li> <li>• A range of jobs and careers that use scientific knowledge and methods.</li> <li>• How scientific evidence is used to support or refute ideas or arguments.</li> </ul>
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Summer Term		
Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none"> <li>• Railway posters</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use perspective in work using a single focus point and horizon.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Handling Data - Excel</li> </ul>	<ul style="list-style-type: none"> <li>• Enter data and formulas into a spreadsheet</li> <li>• Produce and use a chart to show the answer to a question</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>• Pop-up Books – Mechanical systems</li> </ul>	<ul style="list-style-type: none"> <li>• To know that mechanisms control movement.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Railways</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the positive and negative impact of a human change on both a local and global scale.</li> <li>• 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.</li> </ul>
History	<ul style="list-style-type: none"> <li>• Railways and Huntley and Palmer – Local history</li> </ul>	<ul style="list-style-type: none"> <li>• To know the history of Huntley and Palmer</li> <li>• To know the impact of the railway on Reading and the GWR.</li> <li>• Explain a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> </ul>
Languages	<ul style="list-style-type: none"> <li>• Les sports</li> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• To know the vocabulary for different sports</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Composing and performing a leavers' song</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a chord progression is a sequence of chords that repeats throughout a song.</li> <li>• To know that a melody can be adapted by changing its dynamics, pitch or tempo.</li> <li>• To know that chord progressions are represented in music by Roman numerals.</li> <li>• To understand that all types of music notation show note duration.</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Games</li> <li>• Swimming</li> </ul>	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> <li>• Understand the importance of warming up and cooling down.</li> <li>• Carry out warm-ups and cool-downs safely and effectively.</li> <li>• Understand why exercise is good for health, fitness and wellbeing.</li> <li>• Know ways they can become healthier.</li> <li>• Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music.</li> <li>• Perform and apply a variety of skills and techniques confidently, consistently and with precision.</li> <li>• Begin to record their peers' performances, and evaluate these.</li> </ul>

		<ul style="list-style-type: none"> <li>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing me</li> </ul>	<ul style="list-style-type: none"> <li>Know that it is important to take care of their own mental health</li> <li>Know ways that they can take care of their own mental health</li> <li>Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>Can resist pressure to do something online that might hurt themselves or others</li> <li>Can take responsibility for their own safety and well-being</li> <li>Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>Know how being physically attracted to someone changes the nature of the relationship</li> <li>Know the importance of self-esteem and what they can do to develop it</li> <li>Recognise ways they can develop their own self-esteem</li> <li>Can express how they feel about the changes that will happen to them during puberty</li> <li>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</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>Beliefs and moral values - Islam</li> </ul>	<ul style="list-style-type: none"> <li>Develop a further understanding of Islam – what Muslims believe happens after death</li> <li>Describe how Muslims might try to lead lives respectful to God.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Circulation and Health</li> <li>Investigation – Are Some Sunglasses Safer than Others?</li> </ul>	<ul style="list-style-type: none"> <li>The main parts of the human circulatory system (heart, blood vessels and blood).</li> <li>The heart pumps blood around the body.</li> <li>Blood vessels transport blood around the body.</li> <li>Blood transports vital substances around the body, including oxygen and nutrients.</li> <li>The relationships between different organ systems.</li> </ul>