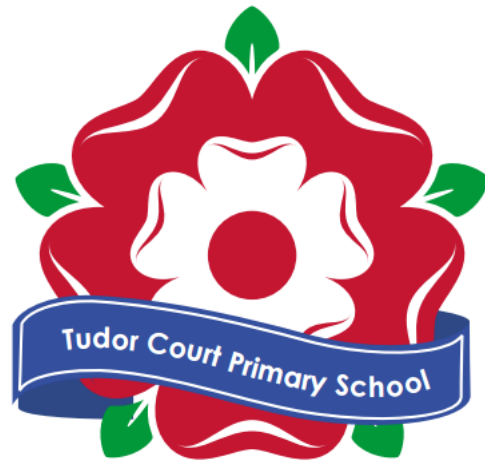


Tudor Court Primary

Curriculum Map – Cycle 4

12th May 2025 – 22ⁿ^d July 2025



Learning Power Focus: Collaboration

Year 6

Inspire – Challenge - Succeed



Key Knowledge:

- There is consistent and overwhelming evidence that Earth is under increasing ecological and environmental stress. This poses a threat to human and natural systems. Finding ways of living within planetary limits (sometimes referred to as “living sustainably”) is an increasingly urgent concern.
- Changes in Earth’s climate are not new; over the past 800, 000 years, Earth’s climate has varied, with periods of warmer temperatures and periods of colder temperatures. These fluctuations had natural causes: changes to solar output, volcanic activity, and orbital changes.
- More recently, however, Earth’s climate has been rapidly warming (a process called “global warming”). Evidence for global warming includes thermometer records (the 20 warmest years on record have all come since 1995), satellite images (Arctic ice cover has decreased by 4 % since the 1970s) and rises in sea levels (caused by melting ice sheets).
- Global warming has been caused by human activities, such as burning fossil fuels, deforestation, habitat destruction, overpopulation, and rearing livestock. These activities result in the release of high levels of “greenhouse gases” into Earth’s atmosphere. Gases such as carbon dioxide and methane are called “greenhouse gases” because they prevent heat from bouncing back into space from the Earth’s surface.
- Because fossil fuels like petroleum (oil), gas and coal are made of the remains of plants and animals that lived millions of years ago, they contain a lot of carbon dioxide, which is released into the atmosphere when they are burnt. 85 % of all the energy consumed worldwide comes from burning fossil fuels.
- Climate change is having many negative consequences in the UK and around the world, including more frequent extreme weather events (such as heatwaves, droughts, and storms) and increased flooding due to rising sea levels.
- Lots is being done at local, national, and international levels to try to slow down climate change and respond to its effects, but many people believe we need to do more at a faster pace.

Overall Outcome:

Children will choose an appropriate and effective way to communicate their learning from this cycle. This outcome will reflect their understanding of environmental challenges and sustainable solutions, with a focus on real-world impact at the local, national, and global level. They may choose to focus on a specific issue (e.g., food waste, transport, fast fashion), a solution explored in fieldwork or class research (e.g., sustainable cities, renewable energy), raising awareness in the wider school or community. Children can work individually or in small groups to create a final piece of work such as, a school assembly or presentation for younger pupils (e.g., Year 4 or 5), a poster campaign or leaflet for their local area, a short video, digital presentation, or podcast, an exhibition or model based on local fieldwork (e.g., on public transport, biodiversity) or a report or magazine article proposing changes to make the school or community more sustainable.

Topic: Changes to Our World (Climate Change and Sustainability)

Enquiry Question: How do the choices we make at a local level affect our world?

Key Concepts: Place, space, scale, physical features and processes, human processes, interdependence, social justice, values and perceptions

Community and Local Links:

- Fieldwork/investigation, e.g., traffic/public transport, new housing (land use, insulation, energy sources), water use, green spaces etc.
- Investigating what is being done at a local level to encourage sustainable living, e.g., within school, at home, by the local council, how the local MP is voting etc.

Key Vocabulary (New in bold):

Global warming, greenhouse gas, fossil fuel, carbon dioxide, methane, sea level, heatwave, drought, renewable/non-renewable, carbon footprint, sustainable/sustainability, emissions, insulation, solar

Climate, atmosphere, biome, habitat, environment, energy, resource.

Coherence

Links to prior geography knowledge:

- Weather/seasons and hot/cold places (Y1)
- Water Cycle and Settlement and land use (Y3)
- Trade and Latitude, longitude, hemisphere, and mapping: time and climate zones (Y5)
- Biomes/rainforests (Y6)

Links to future geography topics:

Understanding how human and physical processes interact to influence, and change landscapes, environments, and the climate; and how human activity relies on effective functioning of natural systems (KS3)

Links to other subjects:

- Science – habitats and adaptation
- History - migration

Significant individuals and events:

- 5 June 2025: World Environment Day - **#BeatPlasticPollution**
- June 2025: National Festival of Fieldwork – **Fieldwork for Everyone**

Learning Power Focus: Collaboration

Year 6



Writing:

Fiction:

- Snack Attack
- Suspension Short Story

Narrative:

- Road's End

Reading:

- Various reading texts

Art:

Art Project – Painting / Making / Printing:
Save Our Planet

PE:

- Athletics
- Games

Computing:

- Online and Multimedia

Music:

- Second Part: Dancing in the Street
- Reflect, Rewind and Replay

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RE:

- Believing: What would Jesus do? Can people live by the values of Jesus in the twenty-first century?

PSHE:

- Changing me
- Relationships

Science:

Animals including humans

- Identify and name the main parts of the human circulatory system, and describe 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 the ways in which nutrients and water are transported within animals, including humans.

Maths:

- Unit 10: Calculating using knowledge of structures (2)
- Unit 11: Solving problems with two unknowns
- Unit 12: Order of operations
- Unit 13: Mean average