



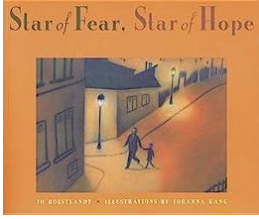
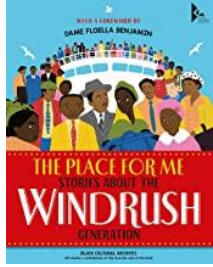

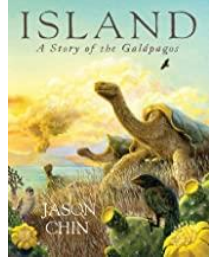

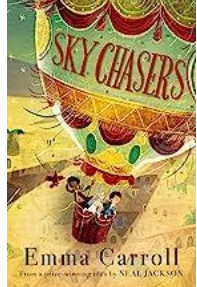


Year 6 Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	 <p>Battle of Britain – Why was it a significant turning point for the United Kingdom?</p>		 <p>The United Kingdom Economy – Is it sustainable?</p>		 <p>Crime and Punishment - Whose courtroom was the cruellest?</p>	<p>How can I be the best version of me?</p> 
Experiences	Or Mansfield Museum		Holocaust Centre (RE)			Residential
Writing Units						
	Fiction: story with a flashback	Non-Fiction: a hybrid leaflet	Fiction: a classic narrative	Recount: a journalistic report	Persuasion: a persuasive speech	Fiction: an adventure story
Geography			<p>The United Kingdom Economy – Is it sustainable?</p> <p>What are the key geographical features of the UK?</p> <p>1) What are the key geographical features of the UK?</p> <p>What are the main sectors of the UK economy?</p> <p>2) What are the main sectors of the UK economy?</p> <p>How sustainable is the primary sector of the UK economy?</p> <p>3) How sustainable is agriculture in the UK?</p> <p>4) How sustainable is energy generation in the UK?</p>			<p>Sustainability – Reducing Plastic Waste (Fieldwork)</p> <p>1) What is plastic waste?</p> <p>2) What can our school do to reduce plastic waste?</p>

			<p><u>How does the secondary sector affect economic activity in the UK?</u></p> <p>5) How sustainable is water use in the UK? 6) How sustainable is the use of rare earth elements? 7) How does automation affect the economic activity of the UK? 8) How sustainable is waste management in the UK?</p> <p><u>How sustainable is the economic activity of the UK?</u></p> <p>9) How sustainable is the economic activity of the UK?</p>			<p>3) How can we plan and carry out effective ways to reduce plastic waste in school? 4) How can we record and evaluate the effectiveness of reducing plastic waste in school?</p>
History	<p><u>Battle of Britain – Why was it a significant turning point for the United Kingdom?</u> <u>How did Nazi Germany begin and what was it like?</u></p> <p>1) Where is Germany and what is it like today? 2) How did Hitler come to power? 3) How did Hitler become the leader of Germany?</p> <p><u>How did World War 2 begin and how were the UK involved?</u></p> <p>4) How was Europe ruled before the start of WW2? 5) How did Hitler expand Germany? 6) How did the Second World War begin?</p> <p><u>What was the impact of the Second World War on the East Midlands?</u></p> <p>7) How did the Second World War impact the East Midlands?</p> <p><u>How did British forces claim victory at the Battle of Britain?</u></p> <p>8) Why was the Royal Air Force (RAF) so important to the defence of Britain? 9) What major victories led to Britain winning the war?</p>				<p><u>Crime and Punishment - Whose courtroom was the cruellest?</u></p> <p>1) What is crime and punishment? 2) What was crime and punishment like in Roman Britain? 3) What was crime and punishment like in the Anglo-Saxon period? 4) What was crime and punishment like in the Tudor period? 5) What was crime and punishment like in the Stuart period? 6) What was crime and punishment like in the Victorian period? 7) How did the police force develop through the 20th century? What are crime and punishment like today compared with the past?</p>	
Reading	<p><u>Desert Creatures</u> Non-chron Report 2a/2b <u>Cyberbullying Narrative</u> 2b/2d</p>	<p><u>Diwali</u> Poetry 2a/2b/2d <u>Characters in Gothic Literature</u> Non-Chron Report 1a/2b/2c</p>	<p><u>Gunner's Day</u> Poetry 2a/2b/2d <u>Reginald Mitchell</u> Non-Chron Report 2b/2c/2d</p>	<p><u>Imports/Exports</u> Non-Chron Report 2a/2b/2c <u>Day in the life of a cardiologist</u> Recount – interview 2b/2c/2d</p>	<p><u>The listeners</u> Poetry 2a/2b/2d <u>New Species Discovered</u> Recount – newspaper 2a/2b/2d</p>	<p><u>Visit Galapagos Islands</u> Persuasive advert 2a/2b <u>Migration to the UK</u> Non-Chron Report 2b/2c/2d <u>Hamlet</u></p>

	<u>Katherine Ferrers – Highway-woman</u> Biography 2b/2c/2d	<u>A Christmas Carol</u> Narrative 2a/2b/2d				Playscripts 2b/2d
Maths	Place Value x 2 weeks Addition, subtraction, multiplication and division x 5 weeks Fractions A x 2 weeks Fractions B x 2 weeks Measurement – converting units x 1 week	Ratio x 2 weeks Algebra x 2 weeks Decimals x 2 weeks	Fractions, decimals and percentages x 2 weeks Area, Perimeter and volume x 2 weeks Statistics x 2 weeks	Shape x 3 weeks Geometry – position and direction x 1 week		Themed projects, consolidation and problem solving.
Art	<u>Landscape Art</u> 1. To explore perspective in landscape artwork. 2. To be able to experiment with various watercolour techniques. 3. To understand atmospheric perspective and use it in a piece of art. 4. To explore ways to create abstract landscape artwork. 5. To be able to use collage to create landscape artwork 6. To be able to create landscape artwork. (Produce a landscape linked to WW2)	<u>Sculpturing Vases</u> 1. To explore historical vase designs. 2. To find out about vase designers and begin to design your own vase. 3. To develop control of tools and techniques. 4. To be able to make a clay vase. 5. To decorate vases. 6. To be able to evaluate a finished product.		<u>Street Art</u> 1. Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering. 2. Through sketching, to develop ideas for improving a public space with street art. 3. To express ideas through a satirical work of art designed for public spaces. 4. To develop techniques for creating street art using stencils. 5. To create street art using stencils.		
DT 2023/2024	<u>Sewing – Make a mobile phone case</u> 1. To write a design criteria for a mobile phone case 2. To generate a range of design ideas and clearly communicate final design 3. To make a paper template 4. To practise using different types of stitches and choose the best one to use 5. To organise ideas into step-by-step plan 6. To select decorative techniques and fastenings according to their functional properties and aesthetic qualities 7. To evaluate product and usage (after use)	<u>Digital World – Navigating the World (Microbits)</u> 1. To write a design brief and criteria based on a client request 2. To write a program to include multiple functions as part of a navigation device 3. To develop a sustainable product concept 4. To develop 3D CAD skills to produce a virtual model 5. To present a pitch to ‘sell’ the product to a specified client		<u>Food and Nutrition – Come Dine with Me</u> 1. Three ingredients, 3 courses 2. To Start 3. Main Course 4. Dessert		
DT 2024/2025	<u>Food and Nutrition – Come Dine with Me</u> 1. Three ingredients, 3 courses 2. To Start 3. Main Course 4. Dessert	<u>Digital World – Navigating the World (Microbits)</u> 1. To write a design brief and criteria based on a client request 2. To write a program to include multiple functions as part of a navigation device 3. To develop a sustainable product concept 4. To develop 3D CAD skills to produce a virtual model 5. To present a pitch to ‘sell’ the product to a specified client		<u>Sewing – Make a mobile phone case</u> 8. To write a design criteria for a mobile phone case 9. To generate a range of design ideas and clearly communicate final design 10. To make a paper template 11. To practise using different types of stitches and choose the best one to use 12. To organise ideas into step-by-step plan		

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Computing	Programming Variables in Games <ol style="list-style-type: none"> To define a 'variable' as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project 	Data and Information Spreadsheets <ol style="list-style-type: none"> To create a data set in a spreadsheet To build a data set in a spreadsheet To explain that formulas can be used to produce calculated data To apply formulas to data To create a spreadsheet to plan an event To choose suitable ways to present data 	Creating Media AR & VR (objectives not specific lessons – see planning) <ol style="list-style-type: none"> To know how to create an interactive guide to an image by embedding digital content and publishing it online. To know how to create a web site which includes a variety of media. To know how to create videos using a range of media – green screen, animations, film and image. To know how to make a digital photo using camera settings To know how to create an interactive VR experience. To know how to explain how VR and AR works. To know how to decompose a design or code to focus on specific parts 	Computer Systems and Networks Communication and Collaboration <ol style="list-style-type: none"> To explain the importance of internet addresses To recognise how data is transferred across the internet To explain how sharing information online can help people to work together To evaluate different ways of working together online To recognise how we communicate using technology To evaluate different methods of online communication 	Programming Sensing Movement <ol style="list-style-type: none"> To create a program to run on a controllable device To explain that selection can control the flow of a program To update a variable with a user input To use an conditional statement to compare a variable to a value To design a project that uses inputs and outputs on a controllable device To develop a program to use inputs and outputs on a controllable device 	Creating Media Video Production <ol style="list-style-type: none"> To explain what makes a video effective To use a digital device to record video To capture video using a range of techniques To create a storyboard To identify that video can be improved through reshooting and editing To consider the impact of the choices made when making and sharing a video
PE (A)	Lauren Dance (Swimming)	Lauren Gymnastics - Movement (Swimming)	Express Athletics - Circuit Training Teacher Led Games - Invasion Games	Express Games - Striking and fielding games Teacher Led OAA	Mr Saleh Athletics Teacher Led Games - Invasion Games - Netball	Mr Saleh Personal challenge and intra school competition Teacher Led Leadership in PE

PE (B)	Lauren Dance (Swimming)	Lauren Gymnastics - Movement (Swimming)	Express Athletics - Circuit Training Teacher Led Games - Invasion Games	Express Games - Striking and fielding games Teacher Led OAA	Mr Saleh Athletics Teacher Led Games - Invasion Games - Netball	Mr Saleh Personal challenge and intra school competition Teacher Led Leadership in PE
RSHE	No Outsiders To consider responses to immigration (x1)	No Outsiders To consider language and freedom of speech (x1)	No Outsiders To overcome fears about difference (x1)	No Outsiders To consider causes of racism (x1)	No Outsiders To show acceptance (x1)	No Outsiders To consider democracy (x1)
	Health and Happy Friendships Relationships and feelings (Discovery Ed) (x3)	Similarities and Differences Respectful behaviour online and offline (Discovery Ed) (x3)	Caring and Responsibility Responsible behaviour as we get older (Discovery Ed) (x3)	Families and committed relationships Starting a family (sex education) (Discovery Ed) (x3)	Healthy Bodies, healthy minds Being the best me (Discovery Ed) (x3)	Coping with Change Coping with emotional effects of life changes (Discovery Ed) (x3)
	E-Safety (Project Evolve) (x1) Online Relationships – To describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not	E-Safety (Project Evolve) (x1) Online Reputation – To explain the ways in which anyone can develop a positive online reputation	E-Safety (Project Evolve) Managing Online Information (x1) To define the terms ‘influence’, ‘manipulation’ and ‘persuasion’ and explain how someone might encounter these online (e.g. advertising and ‘ad targeting’ and targeting for fake news)	E-Safety (Project Evolve) (x1) Health, wellbeing and lifestyle – To recognise and can discuss the pressures that technology can place on someone and how / when they could manage this	E-Safety (Project Evolve) (x1) Privacy and Security – To describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing)	E-Safety (Project Evolve) (x1) Copyright and Ownership – To demonstrate the use of search tools to find and access online content which can be reused by others
	Economic wellbeing: Money (x1) (Teacher Planned) To know about the risks involved in gambling; different ways money can be won or lost through gambling related activities and their impact on health, wellbeing and future aspirations	Keeping Safe (x1) (Teacher Planned) To know that female genital mutilation (FGM) is against British Law, what to do and whom to tell if they think they or someone they know might be at risk	Additional Lesson as Required	Ourselves, growing and changing (x1) (Teacher Planned) To know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	Families and close positive relationships (x1) (Teacher Planned) To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others	SRE (Y&T) Making babies 1. sexual intercourse 2. Assisted fertility and multiple births 3. Pregnancy and birth (Parents have the right to opt out of this lesson)
MFL 2024/2025	La Phonetique (4 Lessons) À l'école (At School)	Manger et Bouger (Healthy Lifestyles)	Le week-end (The Weekend)	La Seconde Guerre Mondiale (World War 2)	Les Vikings (Vikings)	Moi dans le monde (Me in the World)
MFL 2023/2024			La Phonetique (4 Lessons)	À l'école (At School)	Manger et Bouger (Healthy Lifestyles)	La Seconde Guerre Mondiale (World War 2)

Music 2024/2025	<u>Music and Technology</u> How Does Music Bring Us Together?	<u>Developing Ensemble Skills</u>	<u>Creative Composition</u>	<u>Musical Styles Connect Us</u>	<u>Improvising with Confidence</u>	<u>Farewell Tour</u>
RE	Bible Explorers		<p><u>Beliefs in action in the world</u> Religion: Judaism EQ: What can we learn from people who resist discrimination and persecution? What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?</p> <ol style="list-style-type: none"> 1. To know key facts about WW1 2. To explain why tensions mounted in Germany. 3. To know what discrimination and prejudice is and what it can look like and those who stand against it. 4. To know the main religions that were practised in Germany during the time focussed on. 5. To explain why or how some religions were discriminated against and the impact. 6. To empathise with the feelings that children may have had that were sent on kindertransport. 7. To know how the yellow star impacted 	<p><u>Teachings, wisdom and authority</u> Religions: selected by the school (minimum of 3 religions studied in this key stage) EQ: What can we learn by reflecting on words of wisdom from religions and world views? What do sacred texts and other sources say about God, the world and human life?</p>	<p><u>Religion, worldviews, family and community</u> Religions: selected by the school (minimum of 3 religions studied in this key stage) EQ: What contributions do religions make to local life in Nottinghamshire? How can we make Nottinghamshire a county of tolerance and respect?</p>	<p><u>Beliefs in action in the world</u> Religions: Christianity, Hinduism and Humanism EQ: How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of the environment?</p> <ol style="list-style-type: none"> 1) What is Freedom? 2) What is justice – exploring stories 3) What is justice – exploring stories 4) Human Rights 5) Non-Violent Protest Movement 6) Which is more important – justice or freedom?

			life in Germany and how it culminated in the Holocaust 8. To know how to stand up to discrimination and how to be an Upstander in the future.			
Science 2023/2024	<u>Everything Changes</u> 1. Why do living things vary? 2. Can you breed a dog for a specific purpose? 3. How can we make our food better? 4. How does the environment affect plants? 5. How do environmental variables affect plants? 6. How do living things survive? 7. Why do living things become extinct? 8. What does it take to survive? 9. What evidence is there that living things have changed over time? 10. How does natural selection work? <u>Our Changing World</u> 1. How do animals behave during different times of the year? 2. How can we observe animals when we are not there?	<u>Light Up Your World</u> 1. What is light and what does it do? 2. Can you see more than just your face in a mirror? 3. Can light go round corners? 4. Can you make a camera with a box, paper and a pin? 5. How can you measure a shadow? <u>Our Changing World</u> 1. How does the number, type and behaviour of birds found around our school change during the year? 2. What happens to invertebrates during the year?	<u>Classification of Living Things</u> 1) How can we sort the mess? 2) What plants are there other than flowering plants? 3) How can we classify animals? 4) What else is living besides plants and animals? 5) How can we identify living things? 6) What lives here? 7) Where do these organisms fit in my key?	<u>Human Circulation</u> 1) What is blood made of? 2) What is the circulatory system and what does it do? 3) What is the heart and what does it do? 4) What are blood vessels and what do they do? 5) What did William Harvey find out about the circulatory system?	<u>Electricity: changing circuits</u> 1) How do we light the lamp? 2) How can we change a circuit? 3) How can we change the brightness of a lamp? 4) How can we change how other components work? 5) How can we predict which circuit will have the brighter lamp?	<u>Body Health</u> 1) How can we make healthy food choices? 2) What can happen if you don't eat a balanced diet? 3) How does physical activity affect heart rate? 4) How do smoking or vaping affect your lung capacity?
Science 2024/2025	<u>Classification of Living Things</u> 1) How can we sort the mess?	<u>Evolution and Inheritance</u> 1) How are living things different?	<u>What light does</u> 1) How does light travel? 2) What can we change about a shadow?	<u>Human Circulation</u> 1) What is blood made of?	<u>Electricity: changing circuits</u> 1) How do we light the lamp?	<u>Body Health</u> 1) How can we make healthy food choices?

	<p>2) What plants are there other than flowering plants?</p> <p>3) How can we classify animals?</p> <p>4) What else is living besides plants and animals?</p> <p>5) How can we identify living things?</p> <p>6) What lives here?</p> <p>7) Where do these organisms fit in my key?</p>	<p>2) How is an organism adapted to live in its habitat?</p> <p>3) How do an animal's adaptations help it to survive?</p> <p>4) What can fossils tell us?</p> <p>5) How does evolution happen?</p> <p>6) How did Wallace and Darwin come up with the idea of natural selection?</p>	<p>3) What might affect the size of a shadow?</p> <p>4) What affects the size of a shadow?</p> <p>5) How is light reflected?</p> <p>6) How do we see objects?</p>	<p>2) What is the circulatory system and what does it do?</p> <p>3) What is the heart and what does it do?</p> <p>4) What are blood vessels and what do they do?</p> <p>5) What did William Harvey find out about the circulatory system?</p>	<p>2) How can we change a circuit?</p> <p>3) How can we change the brightness of a lamp?</p> <p>4) How can we change how other components work?</p> <p>5) How can we predict which circuit will have the brighter lamp?</p>	<p>2) What can happen if you don't eat a balanced diet?</p> <p>3) How does physical activity affect heart rate?</p> <p>4) How do smoking or vaping affect your lung capacity?</p>
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