Wath C of E Primary School

Year 6 Curriculum Map 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**What would Britain be like without the Victorians and Veterans?**			**Are all countries the same? An Indian study**		
	The Victorians		The World Wars			
English	Sentence structures Historical recount - why WW1 started (History link). Explanation - how to become a monarch (history link)	Instructions - how to survive an air raid (history link) Biography - Winston Churchill (history link). Performance poetry – Flanders Fields and We Shall Keep the Faith (history link)	Writing like an historian – what started WWII? Diary of a Dunkirk soldier (informal recount)	Descriptive writing - the blackout and an air raid (history link). Narrative – based on the mini film tomorrow (Geography link to environment and Charles Dickens a Christmas Carol)	Non-chronological report (linked to geography earthquakes writing like a geographer)	Advancing speech – Kingswood link.
SPaG	- Basic punctuation - Word classes - Tenses (past, present, future, progressive and perfect) - Apostrophes for omission and possession	- Complex lists - Adverbs and adverbials - Commands - Coordinating and subordinating conjunctions. - Prepositions - Prefixes and hyphens	- Relative clauses - Parenthesis - Multi-clause sentences Compound adjectives and hyphens - Adjectival prepositional phrases - Extended noun phrases	- Direct and reported speech - Dashes - Statements, questions and exclamations - Adverbial conjunctions and semi colons - Semi colons and colons in main clauses. - Subjective form	- Apostrophes for omission - Active and passive voice - Commas to clarify meaning - Formal and informal styles.	- Applying consistently through writing.
Class Texts	Letters from the Lighthouse by Emma Carroll			Broken Glass by Sally Grindley		
Mathematics	Read, write and order numbers to 10,000,00	To know the value of each digit in numbers up to 3 decimal places.	Calculating percentages	Understanding angles on a straight line, opposite angles, angles around a point and missing angles.	To use simple formulae.	Continuity Maths Units – Transition maths

	Rounding Negative numbers Factors, multiples and prime Mental calculations with mixed operations Multiply up to 4-digit by 2 digit Divide up to 4-digit by a 2 digit (long and short) Problem solving involving all of the above.	To multiply decimals by whole numbers. Multiply and divide by 10, 100 and 1000. To know the order of operations. Simplifying fractions Comparing and ordering fractions Dividing fractions by whole numbers.	Comparing fractions, decimals and percentages Converting units of measure including miles and kilometres. Solving problems involving remainders. Ratio and proportion. Missing number calculations.	Calculate the area and volume of shape. Calculate area of parallelograms and triangles Calculate and compare the volume of cubes and cuboids. Draw 2D shapes using given dimensions and angles. Recognise and build 3D shapes. Classifying shapes based on their properties. Calculating unknown angles in shapes. Describe positions on the full coordinates grid. To draw and translate simple shapes on the coordinate plane.	To generate and describe number sequences To express missing number problems algebraically To find pairs of numbers that satisfy an equation with two unknowns. To calculate the mean as an average. To illustrate and name parts of circles including radius, diameter and circumference.	to prepare for moving to Y7.
Science	**Light & Shadow (topic links)** Understanding that light travels in straight lines and that we see objects because they give out or reflect light into the eyes. Understanding the shape of shadows and how their size is affected by the position of the light source. *Topic links - night combat, blackouts, and periscopes.*	**Circuits & Electricity** To identify the basic parts of an electrical circuit, using recognised symbols. To understand how the number and voltage of cells can affect the other components. To give reasons for variations in how components function.	**Evolution & inheritance** Understanding why offspring vary and are not identical to their parents. Describing how adaptation leads to evaluation. Recognising why the human skeleton has changed over time. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	**Classification including micro-organisms** Describing how living things are classified. Giving reasons for classifying plants and animals based on specific characteristics.	**Animals including humans** Recognising the impact of diet, exercise, drugs and lifestyle on the way the body functions. Identifying the main parts of the circulatory system and explaining the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans. Supporting others to lead active and healthy lifestyles by planning and running intra-school events.	

	History	Geography
Humanities	**To understand the place of events in history.** To understand who Queen Victoria was and how her reign links to the current monarch. **To understand the life of the poor** To understand whether Charles Dickins' interpretation of the workhouse was accurate. To understand how new laws impacted children during the Victorian era. **To understand the expansion of the British Empire and black history.** To understand whether the industrial revolution impacted everyone. To decide whether the British Empire was a force for good. To understand the cause and consequences of slavery. **To understand the impact of alliances** To decide whether Queen Victoria contributed to the start of WWI. To understand how WWII started and different viewpoints on who was to blame. **To understand life in Britain.** To decide whether evacuation was a positive experience. **To understand significant people and events.** To decide whether Dunkirk was a military victory. To understand whether carrots helped the allies win the war. To understand how the wars contributed to the collapse of the British Empire.	**Geographical and fieldwork skills:** To use a range of map skills to carry out fieldwork within the local area. To understand how to use compass points to describe the location of the human features in the area. To understand how to use 6-figure grid references to describe the location of human features in the area. To understand how to accurately pin point features of the local area. To understand what we can learn by looking at graphs of different scale. **Location knowledge:** To understand the significance of the equator, tropics and time zones on locations around the world. To locate the world's countries using maps concentrating on their environmental regions and key physical characteristics. To identify the position and significance of longitude and latitude. To understand how to use a time zone map to calculate the time difference between different locations. To compare the time and climate between different features around the world. **Physical geography:** To understand why the biomes, climate zones and vegetation belts of India and the UK are so different. To understand the cause and impact of volcanoes and earthquakes. **Place knowledge:** To understand geographical similarities and differences through the study of human and physical geography of a region of the UK and India. **Human geography:** To understand how human activity and physical geography are interconnected including economic activity, trade links and the distribution of natural resources (including its impact on pollution). To understand the different types of settlement and land use including land fill.

DT and art	**Art: Drawing** **Victorian perspective art in the style of Lowry.** - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). - Use a choice of techniques to depict movement, perspective, shadows and reflection. - Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). - Use lines to represent movement	**Design and Technology: Automata Toys** **Design:** - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes **Make:** -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities **Evaluate:** - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world. **Technical knowledge:** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	**Art: Painting** **Rangoli designs** - Sketch (lightly) before painting to combine line and colour. - Create a colour palette based upon colours observed in the natural or built world. - Use the qualities of watercolour and acrylic paints to create visually interesting pieces. - Combine colours, tones and tints to enhance the mood of a piece. - Use brush techniques and the qualities of paint to create texture. - Develop a personal style of painting, drawing upon ideas from other artists	**DT: Food – Culture and Seasonality** **Indian food** **Designing** - Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. - Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. - Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** - Write a step-by-step recipe, including a list of ingredients, equipment and utensils - Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. - Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** - Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. - Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. - Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical knowledge and understanding** - Know how to use utensils and equipment including heat sources to prepare and cook food. - Understand about seasonality in relation to food products and the source of different food products. - Know and use relevant technical and sensory vocabulary.

RE	**Theme: Creation** Creation and Science: Conflicting or complementary? **Theme: Incarnation** Was Jesus the Messiah?		**Theme: Inspiration** Who is inspiring to Muslims and Christians? **Theme: Salvation** What difference does the resurrection make for Christians?		**Theme: Gospel** What would Jesus do? **Theme: People of God** How can following God bring freedom and justice?	
PSHE	**Being me in my world.** - who am I and how do I fit?	**Celebrating difference** - respect for similarity and difference. - anti-bullying and being unique.	**Dreams and goals** - aspirations - how to achieve goals - understanding emotions that go with this.	**Healthy me** - being and keeping safe and healthy.	**Relationships** - building positive, healthy relationships.	**Changing me** - Coping positively with change.
PE	Invasion Games/athletics dance		Invasion Games Gymnastics		Striking & fielding Net/ Wall	
Spanish	Phonics recap The Olympics Conversational Spanish	Clothes Conversational Spanish	At school Conversational Spanish	Healthy lifestyle Conversational Spanish	At the weekend Conversational Spanish	World War II Conversational Spanish
Music	TO DO				Not taught	
Computing	Not taught				Communicating responsibly Using spreadsheets to collect, calculate and present data. Programming Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems and solving problems by decomposing them into smaller parts.	