



Curriculum Map 2021-2022: Year 6

Autumn

	Main Topic - Geography	History	D&T	Art	Music
Year 6 - Hola Mexico	<ul style="list-style-type: none"> Locate Mexico on a world map. Look at its location in relation to Europe and North and South America. Concentrate on its environmental regions, key physical and human characteristics, countries, and major cities. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region within Central America. Use maps, atlases and globes to locate the Chihuahuan Desert. Learn about the biomes, climate, and population. Whilst researching Mexico, use search engines, index, contents and other research techniques to locate and interpret information. Identify gaps in information collated and suggest ways of finding it. Use the web and satellite mapping tools to find out and present geographical information about a place. 	<ul style="list-style-type: none"> Learn about a non- European society that provides contrasts with British history -Mayan civilization c. AD 900; Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way to explore Ancient Maya life. 	<p>Food Technology: Read a range of recipes for traditional and contemporary Mexican fruit drinks and choose one to make. Make a shopping list for the ingredients needed. Write their own instructions and then follow them to make fruit punches.</p> <p>Work with an adult to follow recipes and cook a range of savoury Mexican dishes.</p> <p>Find out about the Maya chocolate making process and then make their own chocolate. Follow an online recipe to make either solid chocolate or the more authentic Maya version which was a thick spicy drinking chocolate.</p> <p>Taste foods enjoyed and in some cases introduced to the world by the ancient Maya civilisation. Consider whether the Maya diet was healthy and explain why.</p> <ul style="list-style-type: none"> Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Prepare and cook a variety of savoury dishes using a range of cooking techniques. Understand and apply the principles of a healthy and varied diet. Investigate and analyse a range of existing products. Select from and use a wider range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately. 	<p>Painting/Modelling: Create a Day of the Dead skull using balloons and papier-mâché. Paint with a range of beautiful patterns and bright colours.</p> <p>BIG ART: Create large class picture using paints, collage, pastels (as many mediums as possible)</p> <ul style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint, clay]. Find out about great artists, architects and designers in history. 	<p>Singing CN</p> <ul style="list-style-type: none"> Sing in harmony confidently and accurately. Confidently sing part songs with control, expression and an awareness of phrasing. Accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres. Take the lead in a performance. Follow instructions about when to play and sing. <p>October 16th Music Enrichment Day: Inspire 2 Learn</p> <p>Singing carols around the tree - performance and KS2 play at Christmas.</p> <p>Music to discuss listening and understanding skills - music of the week.</p>

<u>English (Brilliant Books):</u>			
<u>Holes</u>			
Key Transferable Vocabulary		Key Subject Specific Vocabulary	
Ancient		Burrito	Maya Deity
Cactus		Day of the Dead (Dia de los Muertos)	Maya glyphs
Chilli		Fajita	Maya Stelae
Civilisation		Guacamole	Maya Temple
Desert		Mariachi band	Mexico
			Taco
			Tortilla
<p>Science:</p> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> To be able to plan different types of enquiries to answer questions, including recognising and controlling variables where necessary, To be able to take measurements, using a range of equipment, with increasing accuracy and precision, to take repeat readings if appropriate, To record data and results of increasing complexity, To use scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs, To use test results to make predictions to set up further comparative and fair tests, To report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written form, To identify scientific evidence that has been used to support or refute ideas or arguments. <p><u>Evolution and Inheritance:</u></p> <ul style="list-style-type: none"> to recognise that living things have changed over time, to know that fossils provide information about living things, to recognise that living things produce offspring of same kind but offspring vary and are different to parents, to identify how animals suit their environment, to be aware that adaptation may lead to evolution <p><u>Light -</u></p> <ul style="list-style-type: none"> To recognise that light appears to travel in a straight line, to explain that objects are seen because they give out or reflect light, To know that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes, to explain why shadows have the same shape as the objects that cast them. 			
<p><u>Golden Thread (Foundations of Previous Learning) From Year 5</u></p> <ul style="list-style-type: none"> Use their mapping skills to recognise and describe the physical features of a given location and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, mountains and the water cycle. To be able to create, from memory, a timeline from date / details / eras showing knowledge of how to check for accuracy developing their understanding of chronological events and impact on society from learning about the revolution in Y5. Describe the negative or positive impact of a period of history on contemporary society developing on previous learning about the revolution and the pharaohs in Y5. 			
<p><u>Cultural Capital Opportunities</u></p> <p>Chocolate Story - York</p> <p>Cultural Capital Passport:</p> <p>To visit a museum.</p>			

Spring

	Main Topic - Geography	History	D&T	Art	Music
Year 6 - Frozen Kingdom	<ul style="list-style-type: none"> Use globes and atlases to locate Arctic and Antarctic regions and other significant geographical features of the world. Look at their location in relation to one another. Identify the position and significance of latitude and longitude, Northern Hemisphere, Southern Hemisphere, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of these regions focusing upon: climate, population; settlements; animal life; plant life; seasonal change. Explain how climate zones and biomes affect the physical and human features of a place in the world. 	<ul style="list-style-type: none"> Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Acknowledge different points of view expressed and explain why these are important in understanding and interpreting history - study the Titanic and describe how accommodation differed for rich and poor passengers. Create, from memory, a timeline from dates / details / eras showing knowledge of how to check for accuracy - linked to polar explorers and exploration of the regions. 	SATs Preparation Time	SATs Preparation Time	<p>SATs Preparation Time</p> <p>Singing CN</p> <ul style="list-style-type: none"> Sing in harmony confidently and accurately. Confidently sing part songs with control, expression and an awareness of phrasing. Accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres. Take the lead in a performance. Follow instructions about when to play and sing. <p>Studying a composer.</p> <p>Visiting live performer.</p> <p>Music to discuss listening and understanding skills - music of the week.</p>

English (Brilliant Books):		Science:	
The Golden Compass		<u>Animals including humans</u>	
<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches use recognised symbols when representing a simple circuit in a diagram. 	
Key Transferable Vocabulary		Key Subject Specific Vocabulary	
Climate Expedition Explorer Food chain Freeze Glacier Habitat Ice Iceberg Ice sheet	Icicle Ocean Seabed Settlement Sledge Snow Snow storm Snow drift Temperature	Antarctic Arctic Aurora Australis Aurora Borealis Igloo Inuit people North Pole RMS Titanic South Pole Tundra	
<u>Golden Thread (Foundations of Previous Learning) From Year 5</u>		<u>Cultural Capital Opportunities</u>	
<ul style="list-style-type: none"> To describe and understand key aspects of the human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food, minerals and water developing on from focusing on why the Nile was so important to the development of ancient Egyptian society and its wealth and its current state today in Y5, To understand how socioeconomic status can effect outcomes for people living in the same regions through developing their knowledge of the Victorian era and the revolution in Y5. To be able to create, from memory, a timeline from date / details / eras showing knowledge of how to check for accuracy developing their understanding of chronological events and impact on society from learning about the revolution in Y5. 		Visit from Al Slyvester - Antarctic Explorer Cultural Capital Passport: To watch a live performance.	

Summer

	Main Topic (History)	Geography	D&T	Art	Music
Year 6 Child's War	<p>Learn why nations are fighting and why child evacuees must make the long journey from their homes and families into unknown territory by studying life during World War Two.</p> <ul style="list-style-type: none"> Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - World War 2. Create, from memory, a timeline from dates / details / eras showing knowledge of how to check for accuracy - plotting the major events of WW2. Describe the negative or positive impact of a period of history on contemporary society by studying the words prejudice and discrimination, by studying images of both Jewish and German children during the war and studying schooling of children in Britain during the war. Select, organise, summarise and present relevant information, from a wide range of sources, in the most effective way to study the London Blitz. Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective by studying homes during WW2 and homes now. Describe how their own lives have been influenced by a significant individual or movement by studying images of the many refugees who were made homeless when the war ended. 	<ul style="list-style-type: none"> Identify geographical patterns on a range of scales by looking at UK maps to find the locations children were evacuated to. Locate the largest UK cities and ports bombed during the Blitz on a map. Look in detail at surrounding areas, considering why these places were vulnerable to bombing. Consider the bombed locations and identify other significant geographical features such as rivers and railways. 	<p>Design/Make/Evaluate: Use a range of materials to construct a structurally sound, miniature Anderson shelter</p> <p>Food Technology: Find and make popular wartime foods, planting some of their own vegetables and fruit bushes to grow on the 'home front'.</p> <ul style="list-style-type: none"> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. 	<p>Drawing/Painting: Anzac Art Children to use water wash and Black silhouettes.</p> <p>BIG ART: Create large class picture using paints, collage, pastels (as many mediums as possible)</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Singing - Summer Show</p> <ul style="list-style-type: none"> Sing in harmony confidently and accurately. Confidently sing part songs with control, expression and an awareness of phrasing. Accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres. Take the lead in a performance. Follow instructions about when to play and sing. <p>Music Theory - Garageband CN</p> <ul style="list-style-type: none"> Compose music which meets specific criteria. Suggest improvements to my own work and that of others. Improvise and compose including the use of scales, complex rhythm patterns and simple chord structures. Within a group, create and play with an awareness of balance. Represent sounds with detailed symbols. Recognise and use simple rhythms, rests and an increased number of pitches. Read music with increasing confidence. Follow instructions about when to play and sing. Play simple parts with accuracy and awareness of pitch, metre and balance. <p>Music to discuss listening and understanding skills - music of the week.</p>

English (Brilliant Books):		Science:	
<u>Letters from the Lighthouse</u>		<u>Living things and their habitats</u>	
Key Transferable Vocabulary		Key Subject Specific Vocabulary	
Billeting officer Blackout Evacuate Evacuees Propaganda Rationing Refugee United Nations		Adolf Hitler Air raid Air raid shelter Air raid siren Allied powers Anderson shelter Anne Frank Axis powers Battle of Britain Blitz Concentration camp D-Day	Gas mask Holocaust Morrison shelter Nazi Spitfire V-E Day Winston Churchill
Golden Thread (Foundations of Previous Learning) From Year 5 <ul style="list-style-type: none"> Use their mapping skills to explain how physical and human processes lead to diversity and change in places. Developing from their ability to locate Darlington, Stockton, Durham and the River Tees on a map of the UK label roads, railways and other transport links when learning about the revolution in Y5. To be able to create, from memory, a timeline from date / details / eras showing knowledge of how to check for accuracy developing their understanding of chronological events and impact on society from learning about the revolution in Y5. Describe the negative or positive impact of a period of history on contemporary society developing on previous learning about the revolution and the pharaohs in Y5. 		Cultural Capital Opportunities Post SATs trip Eden Camp Cultural Capital Passport: To visit a museum.	