Curriculum Map 2019 - 2020

**Year Group: 6**

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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Geography  **Europe: Trade and Migration**  Why do people move? Where does our food come from? Children look at trade routes, push and pull factors for migration and patterns in human geography as well as develop locational knowledge of the continent. | History  **World War 2**  Children will look at the effects of the war and the contribution of women, men, and children.  They will develop an understanding of what WW2 artefacts can tells us. | Geography  **Earthquakes and Natural Disasters**  Children build on their knowledge of the structure of the earth looking at the causes of earthquakes.  Children learn about Japan as a case study for the impact of natural disasters, both long term and short term. | History  **Ancient Greece**  Children will look at the lives of people in the ancient civilisation of Greece.  They will learn how Greek advances are still noticeable today.  They will learn about famous battles and compare significant cities within Greece. | Geography  **Growth and Industry – London and megacities**  -children look at the causes and effects of urban development in our own capital and compare to a capital city in a contrasting locality such as Mexico City.  Children carry out research in the wider ‘local’ area – i.e. London Docklands. | History  **Ancient Civilisations – Indus Valley**  Children will look at Ancient civilisations focusing mainly on the Indus valley.  They will investigate how the first civilisations looked.  They will explore and investigate how we can learn many things from archaeology.  . |
| Science  **Animals including humans (circulatory and respiratory system)**  Pupils will learn to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. | Science  **Evolution**  Pupils will learn to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. | Science  **Electricity 1**  Pupils will learn to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. | Science  **Electricity 2**  Children will 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. | Science  **Light**  Pupils will explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. They will investigate the idea that light travels in straight lines to make relationships with shadows. | Science  **Classifying living things**  Pupils will learn to describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. |
| RE  **How is art important to Christianity?**  Pupils will explore how people express their faith through Art. | RE  **What do religions say about life after death?**  Pupils will learn what different faiths say about life after death. To consider is there life after death? | RE  **What similarities and differences do religions and world views share?**  Pupils will learn about the importance of places of worship in their community and how it contributes to peoples’ experience and practice. | RE  **What happened on the first Easter Sunday?**  Pupils will discuss the key events and the impact of the Easter story on Christians. | RE  **What qualities are important to religious leaders?**  Pupils will discuss their qualities and of important leaders around the world. | RE  **How could we create a leaver’s celebration?**  Pupils will explore the kind of world they want to live in. They will reflect on how they could make a difference to their future and the world.  LEAVER’S PRODUCTION |
| P.E  **Indoor: Gymnastics**  Canon and Synchronisation  (Rhythm and Timing)  **Outdoor: Football** | P.E  **Indoor: Handball**  **Outdoor: Tennis** | P.E  **Indoor: Dance**  Flight from danger  **Outdoor: Basketball** | P.E  **Indoor: Gymnastics** Holes and barriers  **Outdoor: Cricket** | P.E  **Indoor: Yoga**  **Outdoor: Athletics**  Sport’s Day Prep | P.E  **Indoor: Dance**  World of Sport/ Production rehearsal  **Outdoor: Athletics and Games.** |
| Online safety  **Unit 6.2** | Internet  **Unit 6.4 blogging** | Spread sheets  **Unit 6.3 Spreadsheets** | Programming  **Unit 6.1 coding** | Multimedia presentation (linked to geography)  **Unit 6.5 text adventures** | Multimedia presentation (linked to science/history)  **2Create a story** |
| MFL- Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL- Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL- Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL- Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL- Mandarin  25 minute weekly lesson taught by specialist teacher. | MFL- Mandarin  25 minute weekly lesson taught by specialist teacher. |
| Art  **Drawing**  London landmarks – use pencil and pastels to draw London landmarks. Focus on perspective. | DT  **Greek Meze**  Children will look at healthy eating; they will explore what makes up a Greek Meze. Following a tasting session, they will work in groups to create their own. | Art  **Painting**  Children will look at Salvador Dali. They will think about how he represented different viewpoints and reams and recreate their own using watercolours. | DT  **Fairground rides**  Children will explore pulleys and circuits and use what they have learnt to design and build a model fairground ride. | Art  **Sculpture**  The children will look at the ancient art of pottery. They will explore Harappan pottery from India and look at the geometric designs. | DT  **Enterprise project**  Children will carry out research to inform their designs in creating a product that they can make and sell on, ensuring that they make a profit. |
| PSHE  **Health and wellbeing**  Human development  Reproduction/ body changes. | PSHE  **Health and wellbeing**  Relationships  Discussing different types of relationships, civil partnerships/ marriage. | PSHE  **Relationships**  Discrimination  Why our personal identity is important and why we shouldn’t judge others and should respect different people. | PSHE  **Relationships**  Understanding Money  Where money comes from, salary, helping communities, budgeting and saving. | PSHE  **Living in the wider world**  Enterprise  Questions about business and how to make a business plan. | PSHE  **Living in the wider world**  Transition Unit/Current Affairs |
| Music  **Unit:** **I’ll Be There**  **Style:** Pop music  Michael Jackson’s music and his influence on Pop music:  ● I’ll Be There by The Jackson 5  ● I Want You Back by The Jackson 5  ● ABC by The Jackson 5  ● Man In The Mirror by Michael Jackson  ● You Are Not Alone by Michael Jackson  ● Black Or White by Michael Jackson | Music  **Unit:** **Classroom Jazz 2**  **Style:** Jazz and improvisation.  This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues.  Listen & Appraise (descriptions for all strands as above) Musical Activities:  ● Playing  ● Improvisation  ● Composition Perform/Share | Music  **Unit:** **A New Year Carol**  **Style:** Benjamin Britten’s music.  **Unit:** A New Year Carol  **Style:** Benjamin Britten’s music.  This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol. | Music  **Unit:** **Happy**  **Style:** R&B  Music that makes you happy!  **Unit:** Happy  **Style:** Music that makes you happy!  This is a six-week Unit of Work. All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. What makes you happy? | Music  **Unit:** : **You’ve Got A Friend.**  **Style:** Carole King’s music - her life as a composer. Friendship:  This is a six-week Unit of Work. All the learning in this unit is focused around one song: You’ve Got A Friend - a song about friendship by Carole King | Music  **Practise for a performance**  **Unit:** Reflect, Rewind and Replay  **Style:**  Revision and deciding what to perform. Listen to Western Classical Music. The language of music. |