

YEAR 6 CURRICULUM MAP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Can we really make a difference?</b>					
<p><b>Subject:</b> Geography and Art</p> <p><b>Enquiry Question:</b> What does it take to transform?</p> <p><b>Hook:</b> Cinema experience in the hall to watch a documentary on climate change. Carousel activity looking at sources linked to climate change</p> <p><b>Event:</b> Wicked Weather Watch (multi-schools event)</p> <p><b>Concepts:</b> Consequences, Transformation, Media and Duty</p> <p><b>End outcomes:</b> An exhibition, showcasing collage artwork, climate change poetry, persuasive speeches, and PowerPoints of speeches.</p>	<p><b>Subject:</b> Citizenship (Global)</p> <p><b>Enquiry Question:</b> Whose responsibility is poverty?</p> <p><b>Hook:</b> Experience day looking at the difference between poverty and wealth and how Fairtrade links to this.</p> <p><b>Concepts:</b> Responsibility, Sustainability, Poverty and loyalty.</p> <p><b>End outcome:</b> Collages linked to Fairtrade which will be displayed at debate assemblies.</p>	<p><b>Subject:</b> Citizenship (Local)</p> <p><b>Enquiry Question:</b> Where should our loyalties lie?</p> <p><b>Hook:</b> Study of the history of farming and how land use has changed in Braintree over the last 100 years.</p> <p><b>Visitor:</b> Local farmer: Farmer Collins.</p> <p><b>Trip:</b> Fieldwork study along the Flitch Way looking at land use.</p> <p><b>Concepts:</b> Community, Tradition, Loyalty and Choice.</p> <p><b>End outcome:</b> Class assembly/debate held in front of the parents/ governors/ local businesses.</p>	<p><b>Subject:</b> D &amp; T</p> <p><b>Enquiry Question:</b> Can failure lead to success?</p> <p><b>Concepts:</b> resilience, strength, belief and weakness</p> <p><b>Hook:</b> Visit from Dave Curtis and analysis of his Soap Box Derby Buggy</p> <p><b>Visitor:</b> Dave Curtis, professional Soap Box Derby Racer.</p> <p><b>End outcome:</b> Children to make soap box derby buggies to be raced. (Great Bradfords Soap Box Derby)</p>	<p><b>Subject:</b> History</p> <p><b>Enquiry Question:</b> What is it like to live in a diverse community?</p> <p><b>Hook:</b> Greek Day. Children dress up as Greeks or explorers and analyse sources to uncover the first significant individual who we study.</p> <p><b>Visitor:</b> Dr Frances Durkin (author and historian)</p> <p><b>Concepts:</b> Oppression, Belonging, Judgement and Diversity.</p> <p><b>End outcome:</b> End of year production based around the story of Alexander the Great</p>	

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<p><b>English Writing</b></p>	<p>Poetry – linked to climate change</p> <p>Persuasive speeches based on a Greta Thunberg speech.</p> <p>The Explorer (Narrative Fiction)</p>	<p>Art analysis based on Hailey E Herrera’s work (artist study)</p> <p>Narrative writing linked to Darwin’s Dragons</p> <p>Mary Anning biography – linked to fossils and evolution</p>	<p>Diaries as a Fairtrade worker</p> <p>Information text on mountains with a focus paragraph on African mountains</p>	<p>Hansel and Gretel narrative</p> <p>Debate as to whether to buy local or Fairtrade.</p>	<p>Instructions for making Soap Box Derby Buggy</p> <p>Oliver Narrative unit.</p> <p>Newspaper report on the Grand Prix.</p>	<p>Writing based around ‘A Greek Adventure’.</p> <p>Greek Myth in the style of a graphic novel.</p> <p>Script for end of year production.</p> <p>Biography on Alexander the Great</p>
<p><b>English Reading</b></p>	<p>Fiction: The Last Bear</p>	<p>Fiction: Darwin’s Dragons</p>	<p>Fiction: Off Side (Tom Palmer)</p>	<p>Fiction: The Boy in the Tower</p>	<p>Fiction: Can you see me?</p> <p>Revision of key skills</p>	<p>Greek myths, including Theseus and the Minotaur</p>
<p><b>Maths</b></p>	<p>Place Value Addition, Subtraction, Multiplication and Division</p>	<p>Fractions Measurement</p>	<p>Ratio Algebra Decimals</p>	<p>Fractions, decimals and percentages Perimeter, area and volume Statistics</p>	<p>Shape Position and direction</p>	<p>Consolidation and themed project</p>

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<b>Science</b>	Living things and their habitats	Variation  Adaptations  Fossils	Light  Light pollution	The circulatory system  Diet, drugs and lifestyle	Electricity  <u>Scientist Study:</u> Tesla	Relationships and Health Education
<b>Computing</b>	Networks lesson – Communication	PowerPoint presentation of persuasive speech	Website – Design a website around Fairtrade.	Excel	Crumble (coding)	3D design – Sketch up to design a museum for an Ancient Greek display
<b>Art</b>		Observational drawings of animals.  Batik	Investigate effective collaging techniques  Revise observational drawing techniques		Technical drawings of car concepts and buggy designs – DT link	
<b>Design and Technology</b>					Construction of buggies – woodwork  TinkerCAD to design logos  Programming of buggies using coding  Designing and sewing a mascot out of felt	
<b>Geography</b>	Study of North America and South America with a focus on the different biomes and vegetation belts.  Understand and describe key aspects of mountains (taught through English).		Fair trade – locations around the world  Understand and describe key aspects of economic activity including trade links,	Local businesses in the community – Daw Street Farm  Understand and describe key aspects of economic activity		

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	Continue study on how environmental factors are impacting on various parts of the world linked to the children's campaigns.		distribution of natural resources including energy, food, farming, minerals and water.	including trade links, distribution of natural resources including energy, food, minerals and water.  Field work – land use in and around Braintree		
<b>History</b>			Brief study of the history of Fairtrade - timeline	Brief study of the history of farming - source analysis		In depth study of the Ancient Greeks.
<b>French</b>	Let's visit a French town	This is France	Let's go Shopping	Let's go shopping	All in a day	All in a day / Revision Yr3-6
<b>Music</b>	Notation and Playing Keyboards Climate Change Songs		Banana boat song Digital Music Composition	Music History Debate to music	Composition and Playing Using different noises from a car	Singing: Greek Song
<b>P.E</b>	Cricket	Dance	Netball	Hockey	Athletics	Rounders
<b>R.H.E</b>	How can we keep healthy as we grow?		How can our choices make a difference to others and the environment?		What will change as we become more independent?  How do friendships change as we grow?	
<b>R.E -</b>	How and why does religion bring peace and conflict? <b>Multi</b>	How do Buddhists explain the suffering in the world? <b>Buddhist</b>	What does it mean to be human? Is being happy the greatest purpose in life? <b>Christian, Humanist</b>	Creation or science: conflicting or complementary? <b>Christian, Humanist</b>	How do beliefs shape identity for Muslims? <b>Muslim</b>	