

Year 6 Science & Foundation subjects Curriculum map

	Autumn Term		Spring Term		Summer Term	
Science	<p>Living things: Classifying big and small Children broaden their knowledge of how vertebrates, invertebrates, plants and micro-organisms are grouped using shared characteristics. They discover how Carl Linnaeus developed the Linnaean and binomial systems for classifying and naming living things. Pupils use and produce branching and number classification keys to sort and identify organisms.</p>	<p>Energy: Light and reflection Proving that light travels in a straight line, children use this information to explain observations of reflection and shadows. Pupils investigate the effect of moving an object away from the surface it casts a shadow on and the relationship between the incoming and reflected rays on a mirrored surface. Exploring real uses of mirrors allow children to apply what they have learned about light throughout the unit.</p>	<p>Living things: Evolution and inheritance Studying patterns in humans and other species, children learn about characteristics that are inherited and those that are environmental. Through the eyes of Darwin and Wallace, pupils understand how observations lead to theories. By modelling finches' variation and natural selection, they begin to explain how species evolve and the role of fossil evidence that supports this theory.</p>	<p>Energy: Circuits, batteries and switches Revisiting electrical circuits, children learn to draw conventional circuit diagrams and use models to explain current, resistance and voltage. They compare different batteries and relate this to the effects on bulb brightness. Pupils apply their knowledge of switches and electrical circuits to design and produce their own practical devices.</p>	Animals: Circulation and exercise	<p>Making connections Bringing together pupils' learning from multiple Science units, helping them to make connections between the key concepts and skills.</p>
History & Geography	<p>Black and British In this thematic unit, pupils learn about the first Black people in Britain; Roman soldiers during the Roman Britain period. Pupils then use sources of evidence to find out about the role of John Blanke in the Tudor courts. Moving through time pupils learn about Britain's role in the transatlantic slave trade and the impact this had on Black Africans during this period. Moving through time again, pupils look at the contribution of Black People during World Wars I and II. They focus on exploring the lives of Walter Tull, Ulrich Cross and Lilian Bader. From Windrush to "Notting Hill", pupils then consider what was the experience of the first post-war Black immigrants? Finally pupils identify ways in which life has improved for Black people living in Britain over the last 60 years, as well as the issues still facing them.</p>	<p>Britain at War: The Home Front 1939-45 Pupils learn about the different reasons why Britain went to war in 1939. They explore the reasons why children were evacuated and the experiences of those who were evacuated. Through using artefacts and other primary sources, they investigate the experiences of families during the Blitz and how Britain was able to stand firm against the German threat. Pupils then question the reliability of sources, considering the government use of censorship and propaganda. Finally, pupils use primary sources to research how VE day was typically celebrated.</p>	<p>Why does population change? Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment</p>	<p>Benin Pupils locate Benin on a map and a timeline alongside other periods they have studied. Pupils make comparisons between Benin and Anglo-Saxons. Pupils learn to make deductions and inferences about Benin 1000 years ago from visual clues and understand that written accounts come from four or five hundred years later. They use maps of Benin City to identify and locate important landmarks e.g. Oba's palace. Pupils make further deductions through a case study about one of the Benin bronzes; what changes took place when the European settlers started trading? Pupils learn about the events of 1895 when Benin closed trade routes for spices and palm oil and the clash between Victorian empire builders and Benin. Finally, pupils consider the question should the bronzes be returned to Benin?</p>	<p>Where does our energy come from? Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.</p>	<p>Can I carry out an independent fieldwork enquiry? How could we make our local area more environmentally friendly? Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.</p>
Art &	<p>Painting and mixed media: Artist study</p>	<p>Structures: Playgrounds</p>	<p>Drawing: Make my voice heard</p>	<p>Digital world: Navigating the world</p>	<p>Cooking and nutrition: Come dine with me</p>	<p>Sculpture and 3D: Making memories</p>

Design Technology	Exploring a selection of paintings through art appreciation activities. Collecting ideas in sketchbooks and planning for a final piece after researching the life, techniques and artistic intentions of an artist that interests them.	Research existing playground equipment and their different forms, before designing and developing a range of apparatus to meet a list of specified design criteria.	From the Ancient Maya to modern-day street art, children look at how artists convey a message. Exploring imagery, symbols, expressive mark making, and 'chiaroscuro' children consider audience and impact to create powerful drawings to make their voices heard.	Design and program a navigation tool to produce a multifunctional device for trekkers using CAD 3D modelling software. Pitch and explain the product to a guest panel.	Learning about the basic tastes and complementary flavours. Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.	Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
RE	Buddhism Unit 3: Following the Buddha's Teaching <ul style="list-style-type: none"> • What is the importance of a temple or a Buddhist centre? • Why do Buddhists have images of the Buddha? 	Christianity Unit 9: Leading a Christian life <ul style="list-style-type: none"> • How do Christians follow Jesus and His teachings in their daily lives? • What Christian values guide the actions of the people and organisations studied? • What are the challenges of living a Christian life today? 	Judaism Part 2: Unit 4 – Prayer and Worship of God <ul style="list-style-type: none"> • How does the Shema tell Jews to keep their religion alive? • How does the role of a Jew change after their Bar / Bat Mitzvah? • Why are the home and synagogue equally important in Jewish life? 	Thematic Unit: End of Life's journey How is life like a journey? How do we feel when people leave us? What do Christians believe happens after we die and how does the Christian community respond to bereavement? What do other faiths and beliefs believe happens after we die and how do they respond to bereavement? How do we remember people who have died?	Buddhism Unit 4: The Buddhist Community Worldwide Which places have special meaning to Buddhists? • What might Buddhists gain from visiting these places? • How do Buddhists try to live a good life?	Understanding Faith and Belief in Lambeth <ul style="list-style-type: none"> • What can we discover about the faiths and beliefs in our class and school? • What can we discover about the faiths and beliefs in the local community and the London Borough of Lambeth? • How have faith and belief communities in Lambeth changed over the past 50 years and why have they changed? • How has life in Lambeth been enriched by the diversity of the faiths and beliefs that make up the borough?
French	Classroom routines: Answering the register, saying the date, describing the weather, asking for classroom objects, following instructions Recap of simple negative from Y4 Recap of clothes vocabulary from Y4 Expressing opinions Justifying opinions Recap of family members from Y4 Recap of structures from Y4 and Y5 Recap of quantifiers from Y3, Y4, Y5 Recap of adjectives from Y4 Recap of verb être from Y4 and Y5 Occupations Phrases to use when playing games in French		Recap of phrases from Y4 and Y5 Eight rooms of the house Recap of adjectives from Y4 Learn a French song: Ma maison idéale Recap of prepositions from Y5 Recap of repetition requests from Y3 and Y4 Furniture vocabulary Recap of days of the week and months of the year from Y3, Y4 and Y5 Recap of verb aller from Y5		Holiday vocabulary Recap of means of transport from Y4 Visits/days out on holiday Revision of all areas	
PSHE	Healthy minds and healthy bodies Setting personal goals Developing positive self-confidence Respecting yourself and respecting others including those of a different gender, race, religion etc.	Anti-bullying Positive Friendships Making positive decisions Rights and responsibilities within our communities Understanding the consequences of bullying E-safety: cyberbullying and grooming	Safety Staying safe Resisting temptation Drug Education	Managing Change <i>Managing strong feelings including disappointment</i>	Living and Growing Puberty and reproduction	Relationships Managing change and loss Coping with change and loss Rights, responsibilities and respect in friendships Asking for help
PE	Tag Rugby & Football	Hockey & Gymnastics	Dance & Basketball	Cricket & Tennis	Netball & Athletics	Rounders & Athletics (SD)

<p>Computing</p>	<p>Kingswood Primary School Online Scheme of Work</p>			<p>Unit 6.1 We are toy Makers In this unit, pupils will learn:</p> <ul style="list-style-type: none"> ●How computers use stored programs to connect input to output ●How to generate and evaluate designs in response to a brief ●To plan a complex project by decomposing it into smaller parts ●To work with physical components of a system ●How to design and write a program for an embedded system ● To use criteria to provide others with feedback on their work 	<p>Unit 6.3 We are publishers In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> ●Manage or contribute to large collaborative projects, facilitated using online tools ●Write and review content ●Source digital media while demonstrating safe, respectful and responsible use ●Design and produce a high-quality print document 	<p>Unit 6.4 We are connected In this unit, pupils will learn:</p> <ul style="list-style-type: none"> ●About appropriate rules or guidelines for a civil online discussion ●How search results are selected and ranked ●How to argue their point effectively, supporting their views with sources ●How to counter someone else’s argument while showing respect and tolerance ●How to judge the reliability of an online source ●Some strategies for dealing with online bullying
<p>Music</p>	<p>Shadows Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).</p>	<p>Hey, Mr Miller Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation)</p>	<p>Dona nobis pacem Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony</p>	<p>You to me are everything 1970s soul music, comparing cover versions</p>	<p>Race! To create music to accompany a short film about a race, composing an extended melody and accompaniment.</p>	<p>Ame sau vala tara bal Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical)</p>