



Year 6 Curriculum Map – Autumn Update



Science

Working Scientifically:

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	<ul style="list-style-type: none"> • Living Things and Their Habitats
Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	
Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	<ul style="list-style-type: none"> • Living Things and Their Habitats
Using test results to make predictions to set up further comparative and fair tests	
Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	<ul style="list-style-type: none"> • Living Things and Their Habitats • Evolution and Inheritance
Identifying scientific evidence that has been used to support or refute ideas or arguments	<ul style="list-style-type: none"> • Living Things and Their Habitats • Evolution and Inheritance

Living Things and Their Habitats – Autumn 1

- 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
- Give reasons for classifying plants and animals based on specific characteristics

Light – Autumn 2

- Recognise that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- 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
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Electricity – Spring 1

- 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

Animals Including Humans – Spring 2

- 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.

Evolution and Inheritance – Summer 1 and Summer 2

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Understand how mammals reproduce
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Art and Design

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design:

<p>To create sketch books to record their observations and use them to review and revisit ideas</p>	<ul style="list-style-type: none"> • <i>It's All Greek to Me!</i> – designing their own pottery vases and mosaics • <i>Living Things and Their Habitats</i> - sketching leaves and their corresponding trees and seeds • <i>A Tale of Three Cities</i> – replicating and sketching their own street art • <i>In The Trenches</i> – creating labelled diagrams and cross-sections of their trench designs • <i>Behind Enemy Lines</i> – creating labelled diagrams and cross-sections of their Anderson Shelter designs
<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<ul style="list-style-type: none"> • <i>It's All Greek to Me!</i> – creating clay pottery vases and decorating them with Greek style artwork and creating a Greek-style mosaic from clay squares • <i>A Tale of Three Cities</i> - replicating and creating street art using drawing, painting and stencilling using pencil, paint, chalk and oil pastels • <i>In The Trenches</i> – replicating and creating their own propaganda posters using pencil and paint

	<ul style="list-style-type: none"> • <i>Behind Enemy Lines</i> – creating 3D silhouette blitz scenes using chinks and oils and creating Henry Moore inspired sculptures using wire and modroc
About great artists, architects and designers in history	<ul style="list-style-type: none"> • <i>It's All Greek to Me!</i> – explore the work of Andokides (potter) and Elizabeth Frink (sculptures) • <i>A Tale of Three Cities</i> – a study of street artists Banksy and OsGemeos • <i>Behind Enemy Lines</i> – explore the work of Henry Moore

Modern Foreign Languages - French

Pupils should be taught to:

Listen attentively to spoken language and show understanding by joining in and responding	La deuxième guerre mondiale (WWII)
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	La deuxième guerre mondiale (WWII) Les jeux olympiques (Olympic Games)
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	A L'école (At school) Au weekend (At the weekend)
Speak in sentences, using familiar vocabulary, phrases and basic language structures	La deuxième guerre mondiale (WWII) Les jeux olympiques (Olympic Games) A L'école (At school) Au weekend (At the weekend)
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	La deuxième guerre mondiale (WWII) Les jeux olympiques (Olympic Games) A L'école (At school) Au weekend (At the weekend)
Present ideas and information orally to a range of audiences	La deuxième guerre mondiale (WWII) Les jeux olympiques (Olympic Games) A L'école (At school) Au weekend (At the weekend)
Read carefully and show understanding of words, phrases and simple writing	La deuxième guerre mondiale (WWII) Les jeux olympiques (Olympic Games)
Appreciate stories, songs, poems and rhymes in the language	La deuxième guerre mondiale (WWII) Les jeux olympiques (Olympic Games)
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	La deuxième guerre mondiale (WWII) Les jeux olympiques (Olympic Games) A L'école (At school) Au weekend (At the weekend)

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	La deuxième guerre mondiale (WWII) Les jeux olympiques (Olympic Games) A L'école (At school) Au weekend (At the weekend)
Describe people, places, things and actions orally and in writing	La deuxième guerre mondiale (WWII) Les jeux olympiques (Olympic Games) A L'école (At school) Au weekend (At the weekend)
Understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	A L'école (At school) Au weekend (At the weekend)

Design and Technology

When designing and making, pupils should be taught to:

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	<ul style="list-style-type: none"> • <i>In the Trenches</i> – Trench models • <i>Behind Enemy Lines</i> – Anderson Shelters
Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	<ul style="list-style-type: none"> • <i>In the Trenches</i> – Trench models • <i>Behind Enemy Lines</i> – Anderson Shelters
Make	
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	<ul style="list-style-type: none"> • <i>In the Trenches</i> – Trench models • <i>Behind Enemy Lines</i> – Anderson Shelters
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	<ul style="list-style-type: none"> • <i>In the Trenches</i> – Trench models • <i>Behind Enemy Lines</i> – Anderson Shelters
Evaluate	
Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	<ul style="list-style-type: none"> • <i>Behind Enemy Lines</i> – Anderson Shelters
Technical knowledge	

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	<ul style="list-style-type: none"> • <i>Behind Enemy Lines</i> – Anderson Shelters
Cooking and Nutrition	
Understand and apply the principles of a healthy and varied diet	<ul style="list-style-type: none"> • <i>Animals Including Humans</i> – a balanced and healthy diet
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	<ul style="list-style-type: none"> • <i>Behind Enemy Lines</i> – rationing recipes
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed	<ul style="list-style-type: none"> • <i>Behind Enemy Lines</i> – rationing in Britain

Geography

Pupils should be taught to:

Locational Knowledge	
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<ul style="list-style-type: none"> • It's All Greek to Me! • A Tale of Three Cities • In the Trenches • Behind Enemy Lines
Name and locate cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time	<ul style="list-style-type: none"> • A Tale of Three Cities • Behind Enemy Lines
Place Knowledge	
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<ul style="list-style-type: none"> • A Tale of Three Cities
Human and Physical Geography	
Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains	<ul style="list-style-type: none"> • It's All Greek to Me! • A Tale of Three Cities • Evolution and Inheritance
Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none"> • It's All Greek to Me! • A Tale of Three Cities
Geographical Skills and Fieldwork	

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- It's All Greek to Me!
- A Tale of Three Cities
- In the Trenches
- Behind Enemy Lines

History

Pupils should be taught to:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

- In the Trenches
- Behind Enemy Lines

A study of Greek life and achievements and their influence on the western world

- It's All Greek to Me!

PSHE

Year 6 Jigsaw Scheme:

- Being me in the world
- Relationships
- Changing me

Healthy me

Cultural diversity

Dreams and goals

Music

Pupils should be taught to:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- Taught in every Charanga unit

Improvise and compose music for a range of purposes using the inter-related dimensions of music

- Taught in every Charanga unit

Use and understand staff and other musical notations

- Taught in every Charanga unit

Develop an understanding of the history of music

- Taught in every Charanga unit

RE

Discovery RE Scheme of Work:

Year 6 religions: Christianity and Islam

- Know about and understand a range of religions and world views
- Express ideas and insights about the nature, significance and impact of religions and world views
- Gain and deploy the skills needed to engage seriously with religions and world views

KS2 Key Questions:

To what extent does participating in worship and/or prayer generate a sense of belonging?	<ul style="list-style-type: none"> • Islam and Commitment
To what extent do religious beliefs influence and encourage 'good behaviour'?	<ul style="list-style-type: none"> • Christianity and Salvation • Islam and the Afterlife
Do religious leaders and sacred texts contribute to believers' understanding of their faith?	<ul style="list-style-type: none"> • Islam and the Afterlife
How well does faith help people cope with matters of life and death?	<ul style="list-style-type: none"> • Christianity and Eternity • Islam and the Afterlife
How might beliefs and community shape a person's identity?	<ul style="list-style-type: none"> • Islam and the Afterlife

Computing

Pupils should be taught to:

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	<ul style="list-style-type: none"> • VR Worlds (Spring)
Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	<ul style="list-style-type: none"> • Crossy Roads (Summer)
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<ul style="list-style-type: none"> • Crossy Roads (Summer)
Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	<ul style="list-style-type: none"> • My Online Life (Aut 1)
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	<ul style="list-style-type: none"> • Online Safety Dilemmas (Aut 2)

<p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<ul style="list-style-type: none"> • Online Safety Dilemmas (Aut 2) • Kahoot (Geography - 3 Cities) 	
<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<ul style="list-style-type: none"> • My Online Life (Aut 1) • Online Safety Dilemmas (Aut 2) 	