

### Curriculum Map - Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vertical drivers:</b>	<b>My World Around Me</b>	<b>Time (chronology)</b>	<b>The Wider World</b>	<b>Power and Respect</b>	<b>Sustainability and the Environment (food and fair trade)</b>	<b>Legacy and Responsibility</b>
	<b>Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>
<b>Topic Title</b>	London	Blitzed	Amazing Americas	Crime and Punishment	Galapagos	Islamic civilisations
<b>Topic Description and Cross-curricular Links Geography and History</b>	<p>Study of our local area including surveying the local community, creating charts and graphs with survey data and using drawing skills to create a map of human and physical features in Finsbury Park. Use technology to study the local area from a bird's eye view.</p> <p>History: changes in the local area and trends over time</p>	<p>Study of the impact of WW2 on our local area. Map the countries involved and where Blitz bombs fell in our local area.</p> <p>Complete a timeline of key events during WW2 and explore the chronology of major historical events and the relative recency of WW2.</p> <p>Study the impact on children during Evacuation and explore rationing through cooking with rationed ingredients. Listen and appraise the music of Vera Lynn.</p>	<p>Study the Americas by naming and locating countries in North and South America.</p> <p>Explore the climates, biomes, vegetation belts and mountains in North and South America.</p> <p>Research the formation of the Grand Canyon, Mississippi flooding, Agriculture, California droughts, and New York over time.</p> <p>History: addressing and devising questions about change, cause, similarities, differences and significance</p>	<p>Explore how crime and punishment have changed over time including the role of the Monarchy in Tudor and Victorian times.</p> <p>Explore how our views about crime and punishment have changed over time and consider depictions in stories. Locate countries on a map where convicts were transported to.</p>	<p>Locate and study the region of the Galapagos including studying adaptation and diversity of plants and animals found there as well as the effects of pollution and global warming.</p> <p>Use digital media to create a poster about the effects of climate change and consider actions that can be taken to reduce our impact.</p> <p>History: developing knowledge of trends over time across the world</p>	<p>Study of the trade routes from China to Britain through Baghdad including drawing maps. Create geometric artwork; programmed using Turtle.</p> <p>Study religious architecture, art and charity; considering the significance and impact of each for different religions. Investigate the legacy of Ancient Islam by researching inventions.</p>
<b>Trips/Stimuli</b>	<p>Into University</p> <p>Local walk to Finsbury Park</p>	Imperial War Museum	Virtual Trip to New York and the Grand Canyon	Tower of London	Plastic Fishing	Finsbury Park Mosque
<b>Topic Outcome</b>	A guide to Finsbury Park: surveys and mapwork of our local area presented in an information leaflet.	VE Day Celebration including food cooked with rationed ingredients	A web page comparing an area of North America to the United Kingdom	Graffiti artwork inspired by Banksy	A biography of a significant scientist	Collaborative, patchwork wall hanging inspired by Islamic art

<p><b>RRS, school values, British values, P4C, cultural capital, Pooles Park child</b></p>	<p>British Values: Mutual Respect</p> <p>Rights Respecting: Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously</p>	<p>Ready: What does being ready mean to you? What would it have meant to a child living through World War 2?</p> <p>Rights Respecting: Article 9: the right to be with your parents if it is the best place for you</p>	<p>Respect: Why is it important to have different cultures?</p> <p>Rights Respecting: Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>	<p>British Values: Democracy, the Rule of Law and Individual Liberty</p> <p>Responsibility: Does punishment mean someone has taken responsibility for their actions?</p> <p>Rights Respecting: Article 40: A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.</p>	<p>Responsibility: Whose responsibility is it to look after the environment?</p> <p>Rights Respecting: Article 29</p> <p>Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</p>	<p>British Values: Tolerance</p> <p>Rights Respecting: Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p> <p>Finance Workshops</p>
<p><b>Literacy</b></p>	<p>Grammar focus</p> <p>Cross - Curricular: Information Text about Animal Classification</p> <p>Adventure Narrative</p> <p>Poetry - Islington Competition</p>	<p>Diary Entry</p> <p>Informal Letter as a Character</p> <p>WW2 setting description</p> <p>Cross - Curricular: Advertisements</p>	<p>Spooky story</p> <p>Cross - Curricular: Webpage</p> <p>Biography</p>	<p>Newspaper Article</p> <p>Balanced Argument</p> <p>Diary entry</p>	<p>Biography</p> <p>Persuasive Letter</p> <p>Editing Focus</p>	<p>Narrative Retelling</p> <p>Playscripts</p>

<p><b>Key texts/ Guided reading</b></p>	<p>Coming To England</p> <p>Windrush Child</p> <p>High Rise Mysteries</p>	<p>Friend or Foe</p>	<p>Holes</p> <p>Shakespeare</p>	<p>The Highwayman</p> <p>Robin Hood</p>	<p>Non-Fiction: Amazing Muslims</p>	<p>1001 Arabian Dreams</p>
<p><b>Maths</b></p>	<p>Place Value</p> <p>Four Operations</p> <p>Fractions A</p> <p>Fractions B</p> <p>Converting units</p>		<p>Ratio</p> <p>Algebra</p> <p>Decimals</p> <p>Fractions, decimals and percentages</p> <p>Area, Perimeter and Volume</p>		<p>Shape</p> <p>Position and direction</p> <p>Themed projects: consolidation and problem solving</p>	

			Statistics			
Science	<b>Biology</b> Living Things and Their Habitats	<b>Physics</b> Electricity	<b>Biology</b> Animals Including Humans	<b>Biology</b> Animals Including Humans	<b>Biology</b> Evolution	<b>Physics</b> Light
R.E.	U2.3 Believing: What do religions say to us when life gets hard?			U2.8 Living - What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)	U2.7 What matters most to Christians and Humanists-codes for living?	U2.5 Expressing: Is it better to express your religion in arts and architecture or in charity and generosity?
Art and Design Kapow	Kapow Art and Design skills	Kapow Make my voice heard	Kapow Photography	Appreciation of Artists - Banksy Style Printing	Art - Painting Galapagos Animals	Kapow Still Life
Design Technology Kapow/ Taste Ed	Digital world: Navigating the world	Food: Come dine with me	Structure: Playgrounds	Textiles: Waistcoats	Electrical systems: Steady hand game	Mechanical systems: Automata toys
Music	Pop Songs - Happy	Classroom Jazz  Cross Curricular: Vera Lynn	Gospel Songs - A New Year Carol	You've Got a Friend - The Music of Carole King  Listen, appraise and compare songs by the same artist	Music and Me - Identity  Tunde Jegede - local musician who travelled to The Gambia to learn an instrument called the Kora.	Reflect, Rewind and Replay - Consolidation of Skills and Knowledge
Computing	Computing Systems and Networks	Google Sites	Creating Media	Data and Information:Flat File Databases	Computer Science: Variables	Computer Science: Sensing (Microbits Step Counter)
PE	Gymnastics  Football	Dance- Lindy Hop  Cricket	Hockey  Gymnastics	Dance  Dodgeball	Gymnastics  Athletics	Fitness  Team Games
PSHE	Human Rights	Weighing Up Risk	Keeping Safe Out and About	Healthy Minds	Healthy Relationships	Transition
<b>Discrete and whole school events.</b>		Christmas Production	Safer Internet Day		SATS Chessington Reward	School Journey Leavers' Assembly Fiver Challenge