Year 6 Curriculum Mapping Science and Topic Units

The objectives for these units are taken from the new national curriculum. The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum

Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2	
Topic: Africa	Topic: Black History Month	Topic: The Americas		Topic: The Victorians (Including a local study)		
Historical Content a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. Locational knowledge 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Historical content a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	with British history - early Islamic civilizati Baghdad c. AD 900; M Benin (West Africa) c Locational knowledge - locate the world's co focus on Europe (inclu and North and South their environmental re human characteristics cities Place Knowledge understand geographic differences through t physical geography of	ding the location of Russia) America, concentrating on egions, key physical and equivalent countries, and major cal similarities and he study of human and a region of the United European country, and a	beyond 1066 that is significant a study of an aspect or theme pupils' chronological knowledge Geographical skills and fieldwase fieldwork to observe, mean human and physical features in	several aspects of in the locality (this can go or a site dating from a period t in the locality. in British history that extends beyond 1066	

Working Scientifically: Ongoing Unit During years 5 and 6, pupils should be taught to use the following practical scientific enquines to arswer questions, including recognising and controlling variables where necessary I taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate I reporting and presenting findings from enquiries, including conclusions, causal relationships and labels, classification keys, tables, scatter graphs, bar and line graphs I using test results to make predictions to set up further comparative and fair tests I 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 I deathfying scientific evidence that has been used to support or refute ideas or arguments. Science: Elpht Science: Elpht Science: Elpht Interdinate Pupils should be taught to: I recognise that living things have changed over time and results of the human parts of the hearth, blood essels and blood I recognise that living things have changed over time and describe the functions of describe the ways in the heart, blood vessels and plood I recognise that living things that inhibited the Earth millions of years ago I recognise that living things that inhibited the Earth millions of years ago I recognise that living things that inhibited the Earth millions of years ago I recognise that living things to the way the brooking function and the same kind, but normally obtained the same kind to their preasance of the predi	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2					
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Music: Singing Skills - using our voices with increased fluency and accuracy	Music: Music in our lives - listening to music thoughtfully, with attention to detail	Music: Cover Versions and Remixes/Song-writing - Playing and performing in ensemble.	Music: Year 6 end of year production
Music Content	Music Content	Music Content	Music Content
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	Pupils should be taught to: listen with attention to detail and recall sounds with increasing aural memory; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of 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; improvise and compose music for a range of purposes using the inter-related dimensions of music; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Students then use the musical skills they have acquired to write their own lyrics and compose their own songs.	Pupils should be taught to: play and perform in soland ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; listen with attention to detail and recall sounds with increasing aural memory; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Music On-going Skills: (Including weekly singing assemblies and class assemblies) Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

PSHE: Drug, alcohol and tobacco education: risky situations	PSHE: Mental health: healthy minds	PSHE: Sex and relationship education: relationships / how is a baby made?	PSHE: Keeping safe: out and about	PSHE: Fun, food and fitness: making decisions for the future	PHSE: Transition: moving on and coping with changes
PSHE Content Pupils learn: 1. about the effects and risks related to legal and illegal drugs 2. about the risks associated with drug use in different situations 3. how to respond to drug use in different situations	PSHE Content Pupils learn: 1. what mental health is 2. know what can affect mental health and about stigma that surrounds it (including using appropriate language) 3. what people can do to support their mental health and where people can get help	PSHE Content Pupils learn: 1. what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships 2. about human reproduction in the context of the human lifecycle 3. how a baby is made and grows (conception and pregnancy)	PSHE Content Pupils learn: 1. about feelings of being out and about in the local area with increasing independence 2. about recognising and responding to peer pressure 3. about the consequences of anti-social behaviour (including gangs and gang related behaviour)	PSHE Content Pupils learn: 1. that consumers choose how to prepare their meals and what influences this 2. about choices they have around remaining physically active as they become more independent Moving on: transition to secondary school	PSHE Content Pupils learn: 1.to identify my strengths and feel positive about them 2.to build positive relationships with others 3.to understand that people can all feel the same range of emotions, but that people do not necessarily respond in

	4.	some myths and misconceptions about	1. about moving on to secondary school and	the same way to similar situations.
		HIV, who it affects and how it is transmitted	how this feels	4.to make appropriate changes to my plans and behaviour.
	5.	that contraception can be used to stop a baby from being conceived		5. To recognise conflicting emotions and manage them in ways that are
				appropriate.

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.

Cooking and Nutrition Content

Pupils should be taught to: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

MFL - Spanish Intercultural understanding, Directions in town, What do you like to eat?, 'Spanish food' and 'Recipes'	MFL - Spanish At School, Telling the time, Numbers Revision, What's your favourite subject?	MFL - Spanish Clothes, Colours, The weather, The Sun and Wind The Wind and the Sun Comparisons		
Pupils should be taught to: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into	 Pupils should be taught to: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into 	Pupils should be taught to: engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into		
familiar written material, including through using a dictionary	familiar written material, including through using a dictionary	familiar written material, including through using a dictionary		

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- understand basic grammar appropriate to the language being studied, including (where relevant): 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.
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
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Invasion Games - Hockey	Athletics/Cross Country	Dance	Gymnastics	Athletics	Striking & Fielding – Cricket
Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for	Use jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Perform dances and a range of movement patterns	Develop flexibility, strength, control and balance.	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate and apply basic principles suitable for	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in
attacking and defending Swimming		Invasion Games - Tag Rugby	OAA	attacking and defending Gymnastics	Invasion Games - Attacking +Defending
Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively		Use running, jumping, throwing and catching in isolation and in combination	Take part in outdoor and adventurous activity challenges both individually and within a team	Develop flexibility, strength, control and balance.	Play competitive games, modified where appropriate and apply basic principles suitable for
Perform safe self-rescue in different water based situations.		- COMPANDITION	and mining roun		attacking and defending