

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: Benin c. CE 900 - 1300	Topic: Black History Month	Topic: Earliest Civilizations: Shang Dynasty		Topic: Comparing People and Places (Including a local study)	
<p>Historical Content □ a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD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.</p> <p>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) Trip to the Saatchi Gallery http://www.saatchigallery.com/schools/visits.htm</p>	<p>Historical content a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Historical Content The achievements of the earliest civilizations-an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>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</p> <p>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</p> <p>Trip to the British Museum http://www.britishmuseum.org/learning.aspx</p>		<p>Historical Content a local history study <i>Examples</i> <i>(non-statutory)</i> <i>a depth study linked to one of the British areas of study listed above</i> <i>a study of Victorian Britain and comparison to modern day local study- linked to Literacy Unit.</i> <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Geographical skills and fieldwork use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use simple compass directions (North, South, East and West) and locational and directional use [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Trip to the Islington Museum http://www.islington.gov.uk/islington/history-heritage/heritage_museum/mus_education/Pages/default.aspx?extra=10</p>	

Art & Design Printmaking - Study of African Artist: Chinwe Chukwuogo-Roy	Art & Design Design & Technology 3D - Shang Dynasty Artefacts	Design & Technology Link to Science Electricity Topic	Art & Design Collage - Gustav Klimt	Design & Technology The Victorians - Bridges and Railways - Hamilton Trust Turn Back the Clock
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - create sketch books to record their observations and use them to review and revisit ideas - improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history. <p><i>See Suffolk Scheme of Work</i> http://chinweroy.com/</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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><i>See Suffolk Scheme of Work</i></p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - 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 	<p>When designing and making, pupils should be taught to:</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - create sketch books to record their observations and use them to review and revisit ideas - improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] - about great artists, architects and designers in history. <p><i>See Suffolk Scheme of Work</i></p>	<p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - understand how key events and individuals in design and technology have helped shape the world - apply their understanding of how to strengthen, stiffen and reinforce more complex structures <p>http://www.bbc.co.uk/history/historic_figures/brunel_kingdom_isambard.shtml</p>

Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Working Scientifically: Ongoing Unit 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: <ul style="list-style-type: none"> □ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary □ 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 □ 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 □ identifying scientific evidence that has been used to support or refute ideas or arguments. 					
Science: Animals Including Humans	Science: Evolution and Inheritance	Science: Light	Science: Electricity	Science: Living Things and Their Habitats	
Pupils should be taught to: <ul style="list-style-type: none"> □ 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. 	Pupils should be taught to: <ul style="list-style-type: none"> □ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago □ 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. 	Pupils should be taught to: <ul style="list-style-type: none"> □ 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. 	Pupils should be taught to: <ul style="list-style-type: none"> □ 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. 	Pupils should be taught to: <ul style="list-style-type: none"> □ 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. 	

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 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	Music Content 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.	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; 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.		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; 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

<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. 	
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 attacking and defending	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 attacking and defending	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 combination
Swimming		Invasion Games - Tag Rugby	OAA	Gymnastics	Invasion Games - Attacking +Defending
Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively Perform safe self-rescue in different water based situations.		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 attacking and defending