

Year 6 Curriculum Map 2024-2025

	Autumn		Spring		Summer	
Trips and visitors	Bikeability Tatton Park Hartford St John's Church		Bikeability Young Voices		RE Place of Worship visit Conway residential End of year surprises!	
English	King Kong <i>Outcome Fiction: action packed story ending</i>	Can we save the tiger? by Martin Jenkins <i>Outcome Information/ explanation/ persuasion: hybrid text Recount: diary</i>	Selfish Giant by Oscar Wilde <i>Outcome Fiction: classic narrative Explanation</i>	Jemmy Button by Alix Barzelay & Island by Jason Chin <i>Outcome Recount: journalistic report (hybrid text) Discussion</i>	Manfish by Jennifer Berne <i>Outcome Recount: biography Fiction</i>	Sky Chasers by Emma Carroll <i>Outcome Fiction: adventure story Recount: autobiography</i>
Guided Reading	When we were Warriors by Emma Carroll Genre – Poetry, Fiction: historical	Jungle Book by Rudyard Kipling (Macmillan), Martha's Suitcase by The Literacy Company Genre – Fiction: classic Information	The Happy Prince and Other Tales by Oscar Wilde Genre – Fiction: classic	The Explorer by Katherine Rundell, Exploring the Amazon by The Literacy Company Genre – Information, Fiction: contemporary	Great Adventurers by Alistair Humphreys Genre – Information	Sky Chasers by Emma Carroll Genre – Fiction: adventure
Maths	Number: Place Value Number: Addition, Subtraction, Multiplication and Division Fractions Measurement: Converting Units		Ratio Number: Algebra Decimals FDP Area, Perimeter and Volume Statistics		Shape Position and Direction Investigations	
Science	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.					

	<p><u>Light</u></p> <p>Sc6/4.1a recognise that light appears to travel in straight lines</p> <p>Sc6/4.1b 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</p> <p>Sc6/4.1c 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</p> <p>Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><u>Electricity</u></p> <p>Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Sc6/4.2b 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</p> <p>Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.</p>	<p><u>Animals including humans</u></p> <p>Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p><u>Evolution</u></p> <p>Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p><u>Living things and their habitats</u></p> <p>Sc6/2.1a 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</p> <p>Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.</p>	
<p>History / geography</p>	<p><u>The impact of war – Did WW1 or WW2 have the biggest impact on our locality?</u></p> <p><u>Knowledge, skills and concepts</u></p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history 	<p><u>Our world in the future – How will our world look in the future?</u></p> <p><u>Knowledge, skills and concepts</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of: – physical geography – human geography • Learn geographical skills and fieldwork: use maps and symbols to 	<p><u>Victorians</u></p> <p><u>Knowledge, skills and concepts</u></p> <ul style="list-style-type: none"> • Establish clear narratives within and across periods they study • Regularly address historically valid questions about similarity and difference and significance 	<p><u>Protecting the environment – Are we damaging our world?</u></p> <p><u>Knowledge, skills and concepts</u></p> <p>Describe and understand key aspects of the distribution of natural resources including energy, minerals and water</p> <ul style="list-style-type: none"> • Use maps, atlases and globes to locate 	<p><u>The Ancient Greeks – What did the Greeks do for us?</u></p> <p><u>Knowledge, skills and concepts</u></p> <p>develop the use of historical terms</p> <ul style="list-style-type: none"> • Address and devise historically valid questions • Understand how our knowledge of the past is constructed from a range of sources 	<p><u>South America: The Amazon – What is life like in the Amazon?</u></p> <p><u>Knowledge, skills and concepts</u></p> <p>Extend their knowledge and understanding beyond their local area to include South America</p>

	<ul style="list-style-type: none"> • Address and devise historically valid questions about change, cause and significance • Understand how our knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends • Construct informed responses that involve thoughtful selection and organisation of historical information • Develop the use of appropriate historical terms. 	<p>build their knowledge of the UK</p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Address and devise historically valid questions about change, cause and significance. 	<p>countries and describe features studied</p> <ul style="list-style-type: none"> • Use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world • 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. 	<ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Continue to develop a chronologically secure knowledge and understanding of world history • Consistently answer and ask historically valid questions about similarity and difference. 	<ul style="list-style-type: none"> • Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • Understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and understand key aspects of physical and human geography • Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.
Computing	Internet communication Recognising how the WWW can be used to communicate and be	Webpage creation Designing and creating webpages, giving consideration to copyright,	Variable in games Exploring variables when designing and coding a game.	Introduction to spreadsheets Answering questions by using spreadsheets to	3D modelling Planning, developing and evaluating 3D computer models of physical objects.	Sensing Designing and coding a project that captures inputs from a physical device.

	searched to find information	aesthetics and navigation.		organise and calculate data.		
Design and Technology	Electrical Systems		Food		Mechanical Systems	
Art	Shadow Puppets		Take a Seat		Set Designs	
PE	Lacrosse (CT) Tag Rugby (TC)	Dance (CT) Indoor athletics (TC)	Handball (CT) Netball (TC)	Football (CT) Gymnastics (TC)	Cricket (CT) Tennis (TC)	Sports day athletics
RE	What does it mean to live in a religiously diverse world?	How do Sikhs worship?	How is a Muslim way of life expressed at home and in the community?	Are humanist and Christian ideas about science, conflicting or complementary? Does the Big Bang Theory disprove the genesis account on creation?	How and why do Christians worship? What are the benefits for believers?	Free choice Buddhist worship and beliefs