Curriculum Map KS2 YEAR SIX

All topics based on Edison or Chris Quigley units which are supplemented by: Rising Stars Science units, PSHE scheme of work, PE, Cambridgeshire Agreed syllabus for RE, Music Express, & Computing scheme -Teachcomputing.org
Chris Quigley curriculum objectives are followed and covered over each 2-year Phase for every subject. (Year 5 &6)

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
			Year Six			
Theme	**Evolution and Inheritance** Science	**Ancient Greece** History DT	**Peterborough, Now and Then** Geography Rivers - Nene History Cathedral – Tudors Art – local artist	**Staying Alive** Science DT	**Amazing Americas** Geography	**Showtime** History Music DT
Subject Focus (Literacy)	Science **Suspense writing** with Jurassic Park/Primeval theme **Biographies** Charles Darwin /Mary Anning	History **Greek Myths** Theseus and the Minotaur Non-chronological mythical creature or Ancient Greece	Geography/History **Diary Account** The Island/Armin Greder Non-chronological report about Peterborough	Science **Explanation text** The circulatory system/how the heart works	Geography **Descriptive piece** Amazon / Tiger in the Storm stimulus **Non-chronological report** A made-up Amazon creature/ existing animal **Persuasive writing**	History **Film Review** **Persuasive writing** Holiday Brochure

					Holes book /Holiday camp leaflet	
Enrichment	**Residential Trip**		**History Cathedral Visit** Tudors: Monks and Monarchs & Tudor Rebuses			**Trip based on entertainment** - a show/ cinema/ bowling **Magistrate Visitor** **End of Year 6 Trip**
Science	**We're Evolving** Recognise that living things have changed over time and that fossils provide information about living things that inhabited 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 environments in different ways and that	**Light and seeing** Understand 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 eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.	**Magnets** Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Staying Alive** **Circulatory system** 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. **Investigation:**	**Classifying critters** **Living things and their habitats** 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.	**Sound and hearing** Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. **Investigation**: Muffling sound

	adaptation may lead to evolution. **Investigation:** Beaks and seeds experiment	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. **Investigation:** What makes a shadow get bigger?		Lung capacity, heartbeat and pulse.		
History	**Darwin and Victorian England** Social, ethnic, cultural, religious diversity (world history).	**Ancient Greece** Use appropriate historical vocabulary to communicate historically. Understand the concepts of continuity and change over time representing them along with evidence along a timeline. Use dates and terms accurately in describing events. Describe the main changes in a period of history (using terms such as:	**Local History & Tudors** Understand chronology. Identify continuity and change in the history of the locality of the school. Describe the main changes of a period of history. Describe the social, ethnic, cultural or religious diversity of past society. Characteristic features of the past.	**Medicine through the ages** Describe the social and cultural diversity of past society (world history). Describe the ideas, beliefs and attitudes and experiences of men, women and children (world history).		**History of entertainment and leisure** Identify periods of rapid change in history and contrast them with times of relatively little change. (Chronology) Compare some of the times studied with those of other areas of interest. (World history) Use literacy, numeracy and computing skills to communicate info about the past. (Communicate)

		social, religious, political, technological and cultural. Describe the social, ethnic, cultural or religious diversity of past society. Select suitable sources of evidence to deduce information about the past. Use sources of evidence to deduce information about the past. Understand that no single source of evidence gives the full answer to questions about the past.				Use original ways to present information and ideas. (Communicate)
Geography	**Investigate Patterns** Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere,		**Peterborough, Now and Then** **Investigate Places** Local Geog – maps, land use & rivers Use a range of geographical resources to give detail descriptions &		**Amazing Americas** **Investigate Places** North and South America Name and locate the countries of North and South America and	

	Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).		opinions of the features of a location. Describe how the physical features affect human activity within a location. Describe and understand the key aspects of rivers		identify their main physical and human characteristics. Understand some of the reasons for geographical similarities and differences between countries. Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world. Describe how countries and geographical regions are interconnected and interdependent. human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources	

					including energy, food, minerals, and water supplies. Physical geography, including climate zones and biomes Longitude and latitude	
Art	**Art Kapow Scheme** Artist study	**Art Kapow Scheme** Artist study	**Art Kapow Scheme** **Make my voice heard- drawing** – local artist	**Art Kapow Scheme** Artist study	**Art Kapow Scheme** Artist study	**Art Kapow Scheme** Artist study
Design Technology		**DT Kapow Scheme** **Mechanical Systems** Automata Toys /Cams Convert rotary motion to linear using cams. Use innovative combinations of electronics (or computing) and mechanics in product designs.		**DT Kapow Scheme** **Food** Come dine with me Or Spaghetti Bolognese Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.		**DT Kapow Scheme** Digital world- Navigating the world Write code to control and monitor models or products.

				Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking times and temperatures.		
Religious Education Knowledge organisers	Islam Enquiry Question: What is the best way for a Muslim to show commitment to God? In this enquiry, the children look at the importance of the five pillars to most Muslims. They learn the beliefs behind the practices and understand how Muslims show commitment each day, highlighting the importance of Allah to Muslims.	Christianity Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born? This enquiry investigates the relevance of modern-day actions at Christmas to Christians today in regard to the Christmas story.	Christianity Enquiry Question: Is anything ever eternal? This enquiry focusses on the Christian understanding of eternity and the Christian belief that God's love for humankind is eternal in that God will never stop loving humanity.	Christianity Enquiry Question: Is Christianity still a strong religion 2000 years after Jesus was on earth? This enquiry draws on all previous learning about the concepts of Christianity that have been studied in earlier enquiries and reflects on their meaning and impact in the world today.	Islam Enquiry Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Part 1 In this enquiry, the children look at how belief in life after death has different interpretations for Muslims. They will look at the different ways that Muslims live their view of a good life. The enquiry includes some controversial content and it is important that the children get the opportunity to	Islam Continued from Summer 1 Enquiry Question: Does belief in Akhirah (life after death) help Muslims lead good lives? Part 2

					explore this aspect fully.	
Physical Education	Y6- **Netball** Y6- **Hockey**	Y6- **Dance** Y6- **Dodgeball**	Y6- **Gymnastics** Y6- **Volleyball Yr5/6**	Y6- **Swimming** Y6- **Rounders**	Y6- **Volleyball Yr5/6** Y6- **Hockey**	Y6- **Athletics** Y6- **Football**
PSHE	**MMR BB 5/6** Myself & My Relationships Beginning and Belonging (start of term only – first 1-2 weeks) **MMR FF 5/6** Myself & My Relationships Family & Friends **E-safety** 1 x Project Evolve lesson 1 x Gooseberry Playground (Lesson 6 & Gooseberry app game)	**AB** Myself & My Relationships Anti-bullying **E-safety** 1 x Project Evolve lesson 1 x Gooseberry Playground (Lesson 7 & Gooseberry app game) 1 x Tchr Gooseberry monitoring & circle time if needed	**C DC 5/6** Citizenship Diversity & Communities **E-safety** 1 x Project Evolve lesson 1 x Gooseberry Playground (Lesson 8 & Gooseberry app game)	Cont … **C DC 5/6** Citizenship Diversity & Communities **H & SL DE 5/6** Health & Safer Lifestyles Drug Education **E-safety** 1 x Project Evolve lesson 1 x Gooseberry Playground (Lesson 9 & Gooseberry app game) 1 x Tchr Gooseberry monitoring & circle time if needed	**H & SL PS 5/6** Health & Safer Lifestyles Personal Safety **E-safety** 1 x Project Evolve lesson 1 x Gooseberry Playground (Lesson 10 & Gooseberry app game)	**RSE** (Christopher Winter Project – 4 lessons) **MC 5/6** Myself & my relationship Managing change **E-safety** 2 x Project Evolve lessons Gooseberry app game 1 x Tchr Gooseberry monitoring & circle time if needed
Computing	**Understanding Technology** (Lesson – computer networks &	**CODE** Espresso Coding (Block Coding/Unit 5/Start	**COMMUNICATE** Use slides app to create a page of research as per sketchbook. Create	**CODE** Espresso Coding (Block Coding/Unit 5a: Les	**COLLECT** Set up a database of animals based on classification in	**COMMUNICATE** Children to produce their own presentations- topic of

	Internet/World Wide Web) **CODE** Espresso Coding (Block Coding/Unit 5/Starters: Lessons 1-2 CONNECT Gooseberry Street (Lesson 6 & Gooseberry app game)	ers: Lessons 3-8) **CONNECT** Gooseberry Street (Lesson 7 & Gooseberry app game)	slides to compare Picasso and Dali **CONNECT** Gooseberry Street (Lesson 8 & Gooseberry app game)	sons 5-7) **CONNECT** Gooseberry Street (Lesson 9 & Gooseberry app game)	science **CONNECT** Gooseberry Street (Lesson 10 & Gooseberry app game)	their choice **CONNECT** **E-safety lesson** & Gooseberry app game
Music	Music Express Unit 3: Growth	Music Express Unit 2: Journeys	Music Express Unit 5: Class Awards	Music Express Unit 4: Roots	Music Express Unit 1: World Unite	Music Express Unit 6: Moving on
Languages Italian	**Y5 Extended Family** **Y6 Italy: Numbers and patterns to 100** **Reading:** Read and understand the main points and some of the detail in short written texts **Writing**: Write short texts on familiar topics. **Speaking/listening**	**Y5 Where focus: Where do you live? Landmarks** **Y6 What's the time?** **Reading**: Show confidence in reading aloud, and in using reference materials **Writing:** Use knowledge of grammar to enhance or change the meaning of phrases. (for Italian this is	**Euro and shopping** **Reading:** Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. **Writing**: Use dictionaries or glossaries to check words. **Speaking/listening** Take part in conversations to seek and give information. **Culture**: Give detailed accounts of the customs, history and culture of the	**Jobs** **Reading**: Show confidence in reading aloud, and in using reference materials **Writing:** Refer to recent experiences or future plans, as well as to everyday activities. **Speaking/listening** Refer to recent experiences or future plans, everyday activities and interests.	**Holiday: The town and asking directions** **Reading**: Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. **Writing**: Include imaginative and adventurous word choices. **Speaking/listening** Vary language and produce extended responses.	**Sports** **VIP The Interview** **Reading**: Show confidence in reading aloud, and in using reference materials **Writing**: Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty **Speaking and listening** Be understood with little or no difficulty

	Understand the main points and opinions in spoken passages. **Culture**: Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken **Italian geography:** main towns and regions	singular and plural, present simple tense and genders) **Speaking/listening** Give a short prepared talk that includes opinions. **Culture**: Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. **Greeks and Magna Grecia**	countries and communities where the language is spoken **Italian Art:** Arcimboldo, Giotto, Leonardo Da Vinci,	**Culture**: Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. I**talain Scientists:** Galilieo Galilei, Alessandro Volta	**Culture**: Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken **Italian music**: Vivaldi and the four seasons	**Culture**: Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. **Italian history:** Columbus and the discovery of America. Amerigo Vespucci St. Nicholas.