

## Whole School Curriculum Map KS2 YEAR SIX 2025/26

All topics based on Edison or Chris Quigley units which are supplemented by: PLAN Primary Science resources, Rising Star Science units, PSHE scheme of work, PE, Cambridgeshire Agreed syllabus for RE. Music Express. Chris Quigley curriculum objectives are followed and covered over each 2 year Phase for every subject.

### Assessment

Term	Aut 1	Aut 2	Spring 1	Spr 2	Sum 1	Sum 2
<b>Theme</b>	<b>Evolution and Inheritance Science</b>	<b>Ancient Greece History/Science</b>	<b>Peterborough, Now and Then (Geo/Hist)</b>	<b>Staying Alive Science</b>	<b>Amazing Americas Geography</b>	<b>Showtime History</b>
<b>Subject Focus (Literacy)</b>	Science Book - Darwin's Dragons <b>Fiction</b> <b>Setting Description with dialogue</b>  Mary Anning <b>Non-fiction</b> <b>Biography- chn choose their own</b>	History Book- Who let the Gods out? <b>Fiction</b> <b>Narrative</b>  <b>Non-fiction</b> <b>Blog... A day in the life of an Ancient Greek</b>  Other opportunities – Non-chon report	History Book- Treason <b>Fiction</b> <b>Diary Entry - Viewpoints</b>  <b>Peterborough</b> <b>Non-fiction</b> <b>Newsround style report about Tudor life</b>  Other opportunities – Shakespeare – Macbeth	Science Book- Pig Heart Boy <b>Fiction</b> <b>Narrative</b>  <b>Non-fiction</b> <b>Balanced argument</b>	Geography Book- Holes <b>Fiction</b> <b>Letter</b>  <b>Non-Fiction</b> <b>Persuasive Brochure</b>	Flash Fiction- Francis (short-narrative) / Plays- Shakespeare
<b>Enrichment</b>	Y6 Residential to Caythorpe	WOW day- Ancient Greece	Burghley House – Tudors		Ferry Meadows (after SATs)	Magistrates visit  Year 6 treat

<p><b>Science</b></p>	<p><b>We're Evolving</b></p> <p><b>Yr6</b></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environments in different ways and that adaptation may lead to evolution.</p>	<p><b>Light and seeing</b></p> <ul style="list-style-type: none"> <li>• Understand that light appears to travel in straight lines.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Recap</b></p> <p><b>Forces</b></p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b>Staying Alive</b></p> <p><b>Yr6</b></p> <p>Circulatory system</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p><b>Classifying critters</b></p> <p><b>Yr6</b></p> <p><b>Living things and their habitats</b></p> <p>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>Give reasons for classifying plants and animals based on specific characteristics</p>	<p><b>Recap: Sound and hearing</b></p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>
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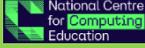
	<b>Investigation:</b> Beaks and seeds experiment	<b>Investigation:</b> What makes a shadow get bigger?		<b>Investigation:</b> Lung capacity, heart beat and pulse		<b>Investigation:</b> Muffling sound
<b>History</b>		<p>Use appropriate historical vocabulary to communicate historically. Understand the concepts of continuity and change over time representing them along with evidence along a timeline.</p> <p>Use dates and terms accurately in describing events. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Select suitable sources of evidence to deduce</p>	<p>Understand chronology</p> <p>Identify continuity and change in the history of the locality of the school.</p> <p>Describe the main changes of a period of history.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Characteristic features of the past.</p>			<p><b>History of entertainment and leisure</b></p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change. (chronology)</p> <p>Compare some of the times studied with those of other areas of interest. (world history)</p> <p>Use literacy, numeracy and computing skills to communicate info about the past. (communicate)</p> <p>Use original ways to present information and ideas. (communicate)</p>

		<p>information about the past.</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p>				
<b>Geography</b>	<p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p>		<p>Use a range of geographical resources to give detail descriptions &amp; opinions of the features of a location.</p> <p>Describe how the physical features affect human activity within a location.</p> <p>Describe and understand the key aspects of rivers</p>		<p>Name and locate the countries of North and South America and 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.</p>	

					Physical geography, including climate zones and biomes Longitude and latitude if etc not covered in Aut 1	
<b>Art</b>	<p>Craft and design: Photo opportunity</p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Create an accurate pattern, showing fine detail.</li> </ul>	<p>Kapow Make my voice heard- drawing – local artist?</p> <p>Drawing: make my voice heard.</p> <ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul>			<p>Kapow Artist study</p> <p>painting and mixed media – artist study (1,4,or 5)</p> <p>Sketch (lightly) before painting to combine line and colour.</p> <ul style="list-style-type: none"> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• Develop a personal style of painting, drawing upon ideas from other artists</li> </ul>	

<p><b>Design Technology</b></p>	<p><b>Kapow mechanical systems</b> automata toys</p> <p>Convert rotary motion to linear using cams.</p> <ul style="list-style-type: none"> <li>• Use innovative combinations of electronics (or computing) and mechanics in product designs.</li> </ul> <p>Cut materials with precision and refine the finish with appropriate tools( wood, sawing and sanding)  Show an understanding of the qualities of materials to choose appropriate tools to cut and shape(wood, sawing and sanding)  Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (cushion)</p>				<p>Kapow</p> <p>Digital world- Navigating the world</p> <p>Write code to control and monitor models or products.</p>	<p>Create an Eco friendly recipe from sustainable ingredients</p> <p><b>Kapow Food-</b> Come dine with me</p> <ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures</li> </ul>
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	Combine elements of design from a range of inspirational designers throughout history, giving reasons for your choices					
<b>Religious Education</b> <a href="#">Knowledge Organisers</a>	<p>Islam</p> <p>Enquiry Question: What is the best way for a Muslim to show commitment to God?</p> <p>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.</p>	<p>Christianity</p> <p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why He was born?</p> <p>This enquiry investigates the relevance of modern-day actions at Christmas to Christians today in regard to the Christmas story.</p>	<p>Christianity</p> <p>Enquiry Question: Is anything ever eternal?</p> <p>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.</p>	<p>Christianity</p> <p>Enquiry Question: Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p>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.</p>	<p>Islam</p> <p>Enquiry Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Part 1</p> <p>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 explore this aspect fully.</p>	<p>Islam</p> <p>Continued from Summer 1</p> <p>Enquiry Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Part 2</p>
<b>Physical Education</b>	<p>Y6- <b>Netball</b></p> <p>Y6- <b>Hockey</b></p>	<p>Y6- <b>Dance</b></p> <p>Y6- <b>Dodgeball</b></p>	<p>Y6- <b>Swimming</b></p> <p>Y6- <b>Tag Rugby or athletics Yr6</b></p>	<p>Y6- <b>Gymnastics</b></p> <p>Y6- <b>Athletics or Tag Rugby</b></p>	<p>Y6- <b>Football or Tennis Yr6</b></p> <p>Y6- <b>Cricket</b></p>	<p>Y6- <b>Tennis or Football</b></p> <p>Y6- <b>Rounders</b></p>
<b>PSHE</b>	<p><b>MMR BB 5/6</b></p> <p>Myself &amp; My Relationships Beginning and Belonging</p>	<p><b>AB</b></p> <p>Myself &amp; My Relationships Anti-bullying</p>	<p><b>C DC 5/6</b></p> <p>Citizenship Diversity &amp; Communities</p>	<p>Cont ... <b>C DC 5/6</b></p> <p>Citizenship Diversity &amp; Communities</p>	<p><b>H &amp; SL PS 5/6</b></p> <p>Health &amp; Safer Lifestyles Personal Safety</p>	<p><b>RSE</b></p> <p>(Christopher Winter Project – 4 lessons)</p> <p><b>MC 5/6</b></p>

	(start of term only – first 1-2 weeks)  <b>MMR FF 5/6</b> Myself & My Relationships Family & Friends <b>E-safety</b>  1 x Project Evolve lesson  1 x Gooseberry Playground (Lesson 3 & Gooseberry app game)	<b>E-safety</b>  1 x Project Evolve lesson  1 x Gooseberry Playground (Lesson 4 & Gooseberry app game)  1 x Tchr Gooseberry monitoring & circle time if needed	<b>E-safety</b>  1 x Project Evolve lesson  1 x Gooseberry Playground (Lesson 3 & Gooseberry app game)	<b>H &amp; SL DE 5/6</b> Health & Safer Lifestyles Drug Education  <b>E-safety</b>  1 x Project Evolve lesson  1 x Gooseberry Playground (Lesson 4 & Gooseberry app game)  1 x Tchr Gooseberry monitoring & circle time if needed	<b>E-safety</b>  1 x Project Evolve lesson  1 x Gooseberry Playground (Lesson 3 & Gooseberry app game)	Myself & my relationship Managing change  <b>E-safety</b>  1 x Project Evolve lesson  1 x Gooseberry Playground (Lesson 4 & Gooseberry app game)  1 x Tchr Gooseberry monitoring & circle time if needed
<b>Computing</b>	<i>CODING: Complex variables: 5 Lessons to teach</i>  <i>CONNECT: Project Evolve Privacy and security</i>  Health, well-being and lifestyle	<i>COMMUNICATE: 6 Lessons this term.</i> <b>Web page creation</b> Teachcomputing.org unit	<i>CODING: Object properties: 5 Lessons to teach</i>  Lesson 1: Don't feed the birds Lesson 2: Rocket blaster Lesson 3: Football fun Lesson 4: Sheepdog Lesson 5: Golf game	<i>CODING: Object properties: 5 Lessons to teach</i>  Lesson 1: Shape-shifting Lesson 2: Pop challenge Lesson 3: Toy shop till Lesson 4: Stopwatch Lesson 5: Debugging: complex variables	<i>COMMUNICATE: 5 Lessons this term.</i>  Design a PP on Google Slides to show learning.  <i>CONNECT: Project Involve</i> Copyright and ownership	<i>COLLECT: 6 Lessons this term.</i> <b>Introduction to spreadsheets</b> Teachcomputing.org unit  <a href="#">Lesson 1 Collecting Data</a> <a href="#">Lesson 2 Formatting a spreadsheet</a> <a href="#">Lesson 3 What's the formula?</a> <a href="#">Lesson 4 Calculate and duplicate</a> <a href="#">Lesson 5 Event planning</a> <a href="#">Lesson 6 Presenting data</a>

		<p> National Centre for Computing Education</p> <p><a href="#">Lesson 1 What makes a good website?</a></p> <p><a href="#">Lesson 2 Becoming a web designer</a></p> <p><a href="#">Lesson 3 Copyright or CopyWRONG?</a></p> <p><a href="#">Lesson 4 How does it look?</a></p> <p><a href="#">Lesson 5 Follow the breadcrumbs</a></p> <p><a href="#">Lesson 6 Think before you link!</a></p> <p><b>CONNECT:</b> <u>Project Evolve</u> Online bullying</p>	 <p><b>CONNECT:</b> <u>Project Evolve</u> Self-image and identity</p>	 <p><b>CONNECT:</b> <u>Project Evolve</u> Managing online information</p>		<p><b>CONNECT:</b> <u>Project Evolve</u></p> <p>Online reputation</p> <p>Online relationships</p>
<b>Music</b>	Music Express Unit 3: Growth	Music Express Unit 2: Journeys	Music Express Unit 5: Class Awards	Music Express Unit 4: Stronger together (Roots)	Music Express Unit 1: World Unite	Music Express Unit 6: Moving on

<p><b>Languages</b> <b>Italian</b></p>	<p><b>Y5 Extended Family</b></p> <p><b>Y6 Italy: Numbers and patterns to 100</b></p> <p><b>Reading:</b> Read and understand the main points and some of the detail in short written texts</p> <p><b>Writing:</b> Write short texts on familiar topics.</p> <p><b>Speaking/listening</b> Understand the main points and opinions in spoken passages.</p> <p><b>Culture:</b> Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken</p> <p><b>Italian geography:</b> main towns and regions</p>	<p><b>Y5 Where focus: Where do you live? Landmarks</b></p> <p><b>Y6 What's the time?</b></p> <p><b>Reading:</b> Show confidence in reading aloud, and in using reference materials</p> <p><b>Writing:</b> Use knowledge of grammar to enhance or change the meaning of phrases. (for Italian this is singular and plural, present simple tense and genders)</p> <p><b>Speaking/listening</b> Give a short prepared talk that includes opinions.</p> <p><b>Culture:</b> Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p>	<p><b>Euro and shopping</b></p> <p><b>Reading:</b> Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.</p> <p><b>Writing:</b> Use dictionaries or glossaries to check words.</p> <p><b>Speaking/listening</b> Take part in conversations to seek and give information.</p> <p><b>Culture:</b> Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken</p> <p><b>Italian Art:</b> Arcimboldo, Giotto, Leonardo Da Vinci,</p>	<p><b>Jobs</b></p> <p><b>Reading:</b> Show confidence in reading aloud, and in using reference materials</p> <p><b>Writing:</b> Refer to recent experiences or future plans, as well as to everyday activities.</p> <p><b>Speaking/listening</b> Refer to recent experiences or future plans, everyday activities and interests.</p> <p><b>Culture:</b> Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p> <p><b>Italian Scientists:</b> Galileo Galilei, Alessandro Volta</p>	<p><b>Holiday: The town and asking directions</b></p> <p><b>Reading:</b> Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.</p> <p><b>Writing:</b> Include imaginative and adventurous word choices.</p> <p><b>Speaking/listening</b> Vary language and produce extended responses.</p> <p><b>Culture:</b> Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken</p> <p><b>Italian music:</b> Vivaldi and the four seasons</p>	<p><b>Sports</b> <b>VIP The Interview</b></p> <p><b>Reading:</b> Show confidence in reading aloud, and in using reference materials</p> <p><b>Writing:</b> Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty)</p> <p><b>Speaking and listening</b> Be understood with little or no difficulty</p> <p><b>Culture:</b> Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.</p> <p><b>Italian history:</b> Columbus and the discovery of America. Amerigo Vespucci St. Nicholas.</p>
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