

# Year 6 Curriculum Map

## Art

### Develop ideas

Develop and imaginatively extend ideas from starting points throughout the curriculum - Collect information, sketches and resources and present ideas imaginatively in a sketch book -Use the qualities of materials to enhance ideas -Spot the potential in unexpected results as work progresses -Comment on artworks with a fluent grasp of visual language

### Master techniques

**Collage** -Mix textures (rough and smooth, plain and patterned -Combine visual and tactile qualities

**Sculpture** -Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations -Use frameworks (such as wire or moulds) to provide stability and form

**Textiles** -Show precision in techniques -Choose from a range of stitching techniques - Combine previously learned techniques to create pieces

**Digital media** -Enhance digital media by editing (including sound, video, animation, still images and installations)

### Take inspiration from the greats

Give details (including own sketches) about the style of some notable artists, artisans and designers -Show how the work of those studied was influential in both society and to other artists -Create original pieces that show a range of influences and styles

## Computing

### Computer Science

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts - Sequence, selection and repetition in programs; work with variables and various forms on input and output -Use logical reasoning to explain how some algorithms work and to detect and correct errors in algorithms and programs

### Information Technology

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web and the opportunities they offer for communication

and collaboration -Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content -Select, use and combine a variety of software ( including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

### **Digital Literacy**

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Computing

## **History**

### **Investigate and interpret the past**

Use sources of evidence to deduce information about the past -Select suitable sources of evidence, giving reasons for choices -Use sources of information to form testable hypotheses about the past -Seek out and analyse a wide range of evidence in order to justify claims about the past -Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied -Understand that no single source of evidence gives the full answer to questions about the past -Refine lines of enquiry as appropriate

### **Build an overview of world history**

Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times - Compare some of the times studied with those of the other areas of interest around the world -Describe the social, ethnic, cultural or religious diversity of past society -Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

### **Understand chronology**

Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) -Identify periods of rapid change in history and contrast them with times of relatively little change -Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line -Use dates and terms accurately in describing events

### **Communicate historically**

Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy -Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past -Use original ways to present information and ideas

# Music

## Compose

Create songs, music and dance using knowledge of structure e.g. (verse chorus, call and response, echo, round, rondo, 12 bar, cycles) and style e.g. (chant, rap, jazz, blues, pop) - Create rhythmic patterns with an awareness of timbre, duration and texture, dynamics - Combine a variety of musical devices including melody, rhythm and chords - Thoughtfully select elements for a piece in order to gain a desired effect - Choose from varying stimuli: pictorial, literary, motif, process, feelings etc - Use drones and melodic ostinato (based on pentatonic scale) as accompaniment - Convey the relationship between lyrics and melody - Use digital technologies to compose, edit and refine pieces of music

## Transcribe

Use standard musical stave notation to write and play simple melodies and rhythms - Understand the purpose of treble and bass clefs and use them in transcribing simple compositions - Understand and use the sharp and flat symbols - Use and understand simple time signatures -

## Perform

Further develop rhythm skills through singing playing and moving - Sing minor and major note patterns correctly - Develop, structure and rehearse music and dance for performance e.g. step dance, street dance, song cycle, mini musical, leavers assembly - Develop planning, directing and rehearsing skills

## Improvise

Improvise melodies and rhythms of increasing length and complexity becoming more adventurous using silence and syncopation - Improvise descriptive music as part of a performance

## Describe

Build on existing appraisal skills and vocab - Listen to and understand modulation in a musical bridge - Describe harmony changing - Describe structure - Extend vocabulary to include: Coda, bridge, key, minor key, cluster and vocab appertaining to jazz and blues

# Geography

## Investigate places

Collect and analyse statistics and other information in order to draw clear conclusions about locations. - Identify and describe how the physical features affect the human activity within a location - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location - Analyse and give views on the effectiveness of

different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map) -Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

### **Investigate patterns**

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). -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.

### **Communicate geographically**

Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies -Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)

## **Values**

### **British Values**

**Democracy** -Take part in the democratic process of voting -State why a democracy is a fair way to make group decisions -Find ways to make their class a democracy

**Rule of law** -Democratically decide on class rules and explain why rules are important in school and in the wider community -Show respect for the school rules by always striving to abide by them and encouraging others to do the same -Understand that when people break rules there may be consequences in school and in the wider community

**Individual liberty** -Make sensible choices independently and justify these choices -Give ideas and suggestions willingly and reflect on the impact of their choices

**Mutual respect** -Understand the importance of the collective responsibility for our world and the people in it -Develop an enquiring mind that will help us share ideas with other communities and cultures and show interest in their differences and similarities - Understand the need to compromise independently and collectively for the greater good

**Tolerance of those of different faiths and beliefs** -Understand and empathise with the different values of others -Be able to discuss and question other people values showing

respect for their views -Name and describe several religions and their main beliefs (see RE objectives)

## **Spiritual, Moral, Social and Cultural Values**

### **Spiritual**

Understand the concept 'blind faith' -Discuss the concept of 'Charity' as an important factor in many religions -Discuss the reasons for the battles that took place between the Vikings and Anglo-Saxons -Discuss whether there is such a thing as a 'just war' -Compare laws and rules within the legal system to laws and rules within religions.

### **Moral**

Discuss the justice system in Viking times and compare with our own justice system -Discuss the role of government to set moral rules and laws within our society. Describe how they are enforced and what it would be like if they were not enforced

### **Social**

Empathise with others when thinking about the impact of natural disasters on communities -Discuss rules and laws within our society, how they are enforced and what it would be like if they were not enforced

### **Cultural**

Explain how we adapt to change in our lives – reflect on experiences of victims of natural disasters -Research and compare home-life in Viking life to home-life in present day -Discuss how we adapt to change in our lives placed on us by government -Compare and describe life under different political systems

## **Languages (French)**

### **Spoken Language**

Can hold simple conversation with at least 4 exchanges -Use knowledge of grammar

### **Reading**

Understand a short story or factual text and note the main points -Use the contextual clues to work out unfamiliar words

### **Digital Literacy**

Can write a paragraph of 4 – 5 sentences on a familiar topic -Can substitute words and phrases

# Design Technology

## Master practical skills

**Materials** -Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape) - Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper) **Computing** -Write code to control and monitor models or products.

**Mechanics** -Convert rotary motion to linear using cams. -Use innovative combinations of electronics (or computing) and mechanics in product designs.

**Textiles** -Create objects (such as a cushion) that employ a seam allowance -Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration) -Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion)

## Design, make, evaluate and improve

Design with the user in mind, motivated by the service a product will offer (rather than simply for profit) -Make products through stages of prototypes, making continual refinements -Ensure products have a high quality finish, using art skills where appropriate - Use prototypes, cross-sectional diagrams and computer aided designs to represent designs

## Take inspiration from design throughout history

Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices -Create innovative designs that improve upon existing products - Evaluate the design of products so as to suggest improvements to the user experience

# Science

## Working Scientifically

Plan enquiries, including recognising and controlling variables where necessary -Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. - Take measurements, using a range of scientific equipment, with increasing accuracy and precision. -Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models -Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. -Present findings in written form, displays and other presentations. -Use test results to make predictions to set up further comparative and fair tests -Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments

## Biology

**To understand animals and humans** -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

**To investigate living things** -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

**To understand Evolution and Inheritance** -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

## Physics

**To understand 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 -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

**To investigate 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

**To understand electrical circuits** -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

## Religious Education

### Expressing

**How do religious believers express meaning through festival?**

Reflect on what is worth celebrating and remembering in their own life and community - Identify the difference between religious festivals and other types of celebrations -Connect

stories, symbols and beliefs with what happens at Easter, Christmas, Pentecost, Harvest, Pesach, Eid, Divali -Ask and respond to questions raised by the stories behind religious festivals -Use religious vocabulary, symbols, art, music, dance, drama, ICT to express their understanding of the meaning of religious festivals for believers -Express their own ideas about the values and beliefs at the heart of each festival studied, using a variety of media

***Why do believers often see life as a journey and what significant experiences mark this?***

Suggest some reasons why life is often described as a journey and express their own metaphors for life giving their reasons -Use religious vocabulary to describe and explain why baptism and confirmation are important to some Christians -Use religious vocabulary to explain what happens in Bar/Bat Mitzvah and why it is important for Jewish young people - Create a statement of their own beliefs about life after death, reflecting on ideas from at least two religions they have studied -Expressing their own responses to questions of meaning and purpose in light of their learning, using a variety of media

## **Physical Education**

### **Games**

Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) -Work alone, or with team mates in order to gain points or possession -Strike a bowled or volleyed ball with accuracy -Use forehand and backhand when playing racket games -Field, defend and attack tactically by anticipating the direction of play -Choose the most appropriate tactics for a game -Uphold the spirit of fair play and respect in all competitive situations -Lead others when called upon and act as a good role model within a team

### **Dance**

Compose creative and imaginative dance sequences -Perform expressively and hold a precise and strong body posture -Perform and create complex sequences -Express an idea in original and imaginative ways -Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece

### **Gymnastics**

Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands) -Create complex and well-executed sequences that include a full range of movements including: Travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching and twisting, gestures, linking skills - Hold shapes that are strong, fluent and expressive -Include in a sequence set pieces, choosing the most appropriate linking elements -Vary speed, direction, level and body rotation during floor performances -Practise and refine the gymnastic techniques used in performances (listed above) -Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions) -Use equipment to vault and to swing (remaining upright)

## **Swimming**

Swim over 100 metres unaided -Use breast stroke, front crawl and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming -Swim fluently with controlled strokes -Turn efficiently at the end of a length

## **Athletics**

Combine sprinting with low hurdles over 60 metres -Choose the best place for running over a variety of distances -Throw accurately and refine performance by analysing technique and body shape -Show control in take off and landings when jumping -Compete with others and keep track of personal best performances, setting targets for improvement

## **Outdoor and adventurous activities**

Select appropriate equipment for outdoor and adventurous activity -Identify possible risks and ways to manage them, asking for and listening carefully to expert advice -Embrace both leadership and team roles and gain the commitment and respect of a team -Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt -Remain positive even in the most challenging circumstances, rallying others if need be -Use a range of devices in order to orientate themselves -Quickly assess changing conditions and adapt plans to ensure safety comes first