



Curriculum Map: Rowan Class (Year 6)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English Thread, Text and Writing Links</b>	The Power of Pictures	British Classics	Stories from Other Cultures	Myths, Legends and Fairy tales	Nature's Treasures	Science Fiction, Fantasy and Adventure
	<b>Ice Trap</b> (Poetry/Setting Description, Diary Entry) <b>Can we Save the Tiger?</b> (Non-Fiction Text/Fact File) <b>The Polar Bears and Hungry</b> (Chronological Report) <b>Mother Nature Film Clip</b> (Short Narrative) <b>The Lorax</b> (Formal Letter) <b>The Promise</b> (End of Term Piece: Own Picture Book)	<b>One Boy's War</b> (Non-Fiction Text and Comprehension) <b>WWI Poetry</b> (Analysis/Poetry) <b>The Piano Film Clip</b> (Informal Letter) <b>Goodnight Mister Tom</b> (Diary Entry, Setting Descriptions, Short Narrative, Genre Choice) <b>Tail End Charlie</b> (Comprehension Focus) <b>Rose Blanche</b> (Poetry/Setting Description, End of Term Piece: Leaflet)	<b>The Arrival</b> (Setting Description, Informal Letter, Diary Entry, Poetry, Short Narrative, Formal Letter, Biography) <b>Snake &amp; Medallion</b> (Poetry Workshop/ Analysis, Genre Choice) <b>The Cloud Tea Monkeys</b> (Non-Fiction Text, Setting Description, End of Term Piece: Short Story)	<b>The Adventures of Odysseus (<i>The Iliad and Odyssey</i>)</b> (Short Narrative, Informal Letter, Poetry, Non-Fiction Texts, Genre Choice) <b>Greek Murder Mystery</b> (News Article) <b>The Jabberwocky</b> (Poetry Workshop/ Analysis, Genre Choice)	<b>Where the World Turns Wild</b> (Setting Description, Diary Entry, Non-Fiction Text, Poetry, Biography) <b>The Highwayman</b> (Genre Choice) <b>Harris Burdick</b> (Short Narrative)	<b>Skellig</b> (News Article, Setting Description, Diary Entry, Poetry, Non-Fiction Text, Biography) <b>William Blake Poetry</b> (Poetry Workshop/ Analysis, Genre Choice)
<b>Maths</b>	Place Value, Four operations, Fractions	Four operations, Algebra, Fractions, Position & Direction	Decimals, Percentages, Algebra, Converting Units, Area & Volume, Ratio	Converting Units, Area & Volume, Ratio, Revision and Review	Properties of Shape, Statistics, Revision and Review	Creative Maths and KS3 Preparation

<p><b>Humanities Thread and Topic</b></p>	<p>Geography Theme: Our World, Our Home!  <b>Geography Topic:</b></p> <p><b>Conservation – Save Our Planet!</b>          -Build on all prior learning, focus on the challenges facing the whole planet: natural, political and medical (cases studies throughout: Arctic)          -Sustainability developments (link with science and technology)</p>	<p>History Theme: Pivotal Periods (British)  <b>History Topic:</b></p> <p><b>World War I &amp; II</b></p> <p><a href="#">Was world war II just a continuation of World War I?</a></p> <p>Chronology intro – reference previous and future topics.          -Impact of WWI on WWII, role of propaganda, changing roles in society, parliament, Blitz (royal family), Holocaust and how WWII has shaped the 20<sup>th</sup>/21<sup>st</sup> Century          -Case Study: Churchill and Hitler</p>	<p>Geography Theme: Global Explorers  <b>Geography Topic:</b></p> <p><b>Incredible India</b></p> <p>-Brief overview of Asia as a whole (links with history, Shang Dynasty)          -Case Study: India</p>	<p>History Theme: Conflict and Tension  <b>History Topic:</b></p> <p><b>Ancient Greece</b></p> <p><a href="#">What have the Ancient Greeks done for us?</a></p> <p>Chronology intro – reference previous and future topics.          What does Greek mythology tell us about Ancient Greek culture? Civilisation – what does this mean in the context of Ancient Greece?          -Case Study: Athens V Sparta/Thinkers V Warriors (Alexander the Great, The Great Philosophers)</p>	<p>Geography Theme: The Natural World  <b>Geography Topic:</b></p> <p><b>Changes over time... &amp; Fieldwork Fun</b></p> <p>-Physical Geography: Erosion (rivers/oceans/coasts/ mountains)          -Human Geography: Settlements, Trade and Economics, Land use and patterns over time          -Progressive Fieldwork/Map work</p>	<p>History Theme: Ancient Civilizations  <b>History Topic:</b></p> <p><b>Shang Dynasty</b></p> <p><a href="#">How did China become a global super power?</a></p> <p>Chronology intro – reference previous and future topics.          - Changes through time – When and where did the Shang live?          What was found in Fu Hao’s tomb?          What does this tell us about life in Shang times?          What do we still need to know and where might we find the answers to our questions?          Case Study: Fu Hao (female head of army)          How important was Fu Hao?          Study of Chinese and Japanese porcelain.</p>
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<b>Science</b>	<b>Living Things and Their Habitats</b> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<b>Evolution and Inheritance</b> <ul style="list-style-type: none"> <li>- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<b>Animals, Including Humans</b> <ul style="list-style-type: none"> <li>- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<b>Electricity</b> <ul style="list-style-type: none"> <li>- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>- 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</li> <li>- Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<b>Light</b> <ul style="list-style-type: none"> <li>- Recognise 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 eye</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> <li>- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>
<b>Art</b>	Sketching Pastels Water Colours Pattern and Texture Study an Artist	Illustrations/Sketches	Creative Topic Books Sketching Water Colours Printing and Textiles Study an Artist	Illustrations/Sketches	Sketching Pastels Water Colours Study an Artist	Illustrations/Sketches

<b>DT</b>	Recycled Art Big Build Project	WWI Shoebox Trenches	Pneumatic Animated Pictures  Science Week – DT Challenges	Greek Pottery – Salt Dough and Paper Maché	River/Mountain Dioramas	Cookery
<b>Computing</b>	<p><b>We are travel writers:</b></p> <ul style="list-style-type: none"> <li>- Map out our Hadlow Walk – geography links</li> <li>- Use technology to enhance our planning before the walk and write up after</li> </ul> <p>Internet Safety</p>	<p><b>We are advertisers:</b></p> <ul style="list-style-type: none"> <li>- Time travel back (World War)</li> <li>- Use technology to research and critically analyse</li> <li>- Select and combine different software to create an advertising campaign</li> </ul> <p>Coding introduction</p> <p>Internet Safety</p>	<p><b>We are adventure gamers:</b></p> <ul style="list-style-type: none"> <li>- Design different adventure games with the threat of a monster (The Arrival)</li> <li>- Create problems for others to debug</li> <li>- Use logical reasoning to solve problems</li> <li>- Use technology with respect and demonstrate acceptable use</li> </ul> <p>Internet Safety</p>	<p><b>We are computational thinkers:</b></p> <ul style="list-style-type: none"> <li>- Design and debug programs that accomplish specific goals (links with Ancient Greek topic)</li> <li>- Use sequences and repetition; work with various forms of input and output</li> <li>- Use logical reasoning to explain process and correct errors</li> <li>- Use technology with respect and demonstrate acceptable use</li> </ul> <p>Internet Safety</p>	<p><b>Research and Revision:</b></p> <ul style="list-style-type: none"> <li>- Revision and research</li> <li>- Use technology with respect and demonstrate acceptable use</li> </ul> <p>Internet Safety</p>	<p><b>We are publishers:</b></p> <ul style="list-style-type: none"> <li>- Create a Year Book</li> <li>- Select appropriate technology</li> <li>- Teamwork – designated jobs</li> <li>- Edit and evaluate</li> <li>- Use technology with respect and demonstrate acceptable use</li> </ul> <p>Internet Safety</p>
<b>PSHE</b>	<p><b>Me and my Relationships:</b></p> <p>Assertiveness Cooperation Safe/unsafe touches Positive relationships</p>	<p><b>Valuing Difference:</b></p> <p>Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping</p>	<p><b>Keeping Safe:</b></p> <p>Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)</p>	<p><b>Rights and Respect:</b></p> <p>Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</p>	<p><b>Being my Best:</b></p> <p>Aspirations and goal setting Managing risk Looking after my mental health</p>	<p><b>Growing and Changing:</b></p> <p>Coping with changes Keeping safe Body Image Sex education Self-esteem</p>

<b>PE</b>	Quidditch Fitness Yoga	Dance Swimming Yoga	Gym Swimming Yoga	Tennis Netball Yoga	Striking/Fielding Golf Yoga	Athletics Track Athletics Field Yoga
<b>RE</b>	What do religious and non-religious worldviews teach about caring for the Earth?	What difference does it make to believe in Ahimsa (harmlessness), grace and/or Ummah (Community)?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What can be done to reduce racism? Can religion help?	What do religions say to us when life gets hard?
<b>Music</b>	Sing in harmony confidently, with accurate pitching and rhythmical phrasing  Compare and contrast the impact of different composers from different time periods (brief history of western music)	Compare and contrast the impact of different composers from different time periods (brief history of western music)  (Wartime Music – linked to History Topic)  Carol Service	Use a variety of different musical devices in compositions – reflective and making improvements  Can use chords  (Music technology)	Use percussion to create complex sound effects and enhance performance  Develop whole class tuned percussion workshop	Evaluate the piece/performance as a whole (venue, occasion, purpose)  Independently describe, compare and evaluate different genres and composers  Composers – case study	Sing in harmony confidently, with accurate pitching and rhythmical phrasing  Use notation to record compositions – harmony parts  Label score with appropriate musical vocabulary  Year 6 Performance
<b>French</b>						1. Notre école (Our school) 2. Notre monde (The world about us) 3. Le passé et le present (Then and now) 4. Monter un café (Setting up a café) 5. Quoi de neuf? (What's in the news?)