



## Year 6 Curriculum Map 2021 2022

	<b>Autumn</b> Who were the Windrush generation and what did they contribute to Britain?	<b>Spring</b> Did Victorian children have the same rights as us?	<b>Summer</b> How does Tourism benefit the North East of England?
Science	<p><b>Could Spiderman really exist?</b> (Living things and their habitats/classification)</p> <p><b>How can you light up your life?</b> (Light)</p>	<p><b>Have we always looked like this?</b> (Evolution and inheritance)</p> <p><b>What would a journey through your body be like?</b> (Animals, including humans).</p>	<p><b>Could you be the next Nintendo apprentice?</b> (Electricity)</p> <p><b>Is there science in sport?</b> (Focus : Working scientifically)</p>
History	<p><b>Who were the Windrush generation and what did they contribute to Britain?</b> (a study of an aspect of British history)</p>	<p><b>Did children in the Victorian age have rights?</b> (A significant turning point in British history). <i>Texts: Street Child by Berlie Docherty (Y6)</i></p>	<p><b>Who were the Mayans and what can we learn from them?</b> (Non-European society to contrast with British history)</p>
Geography	<p><b>Where did the Windrush Immigrants come from?</b> (A study of the human and physical geography of the Caribbean and a comparison with the UK.)</p> <p>Fieldwork: Emotional Geography – the experiences of the Windrush immigrants.</p>	<p><b>Why should the rainforest be important to us all?</b> (Physical and human geography of South America).</p> <p>Fieldwork: I can use an 8 Way Thinking model to ask and answer questions about the Rainforest,</p>	<p><b>How does Tourism benefit the North East of England?</b> (Fieldwork – study of human and physical geography of local area.)</p> <p>Fieldwork: I can conduct a survey to find out what would encourage more people to visit the North East of England.</p>
DT	<p><b>How has British food changed since The Windrush?</b> (food)</p>	<p><b>How can I design and make a Victorian toy?</b> (Construction).</p>	<p><b>Can I use my knowledge of electrical circuits to make a game or card?</b> (Electricity)</p>
Art	<p><b>Is graffiti art?</b> (multi-media - Banksy, Steve Haring)</p>	<p><b>How does the natural world inspire artists?</b> (The Lost Words, Jackie Morris: sketching and water-color painting)</p>	<p><b>Portraits and Self Portraits: Who was Frida Kahlo and why is she a significant figure artistically and socially?</b> (Artist study)</p>
Music	<p><b>Happy</b> (pop)</p> <p><b>Classroom Jazz 2</b> (Bacharach and blues)</p>	<p><b>A New Year Carol</b> (classical, urban gospel)</p> <p><b>You've Got a Friend</b> (70s ballads)</p>	<p><b>Music &amp; Me</b> (music inspired by my identity)</p> <p><b>Reflect, Rewind &amp; Replay</b> (classical)</p>
R.E.	<p><b>1. Aspects of Faith: Justice and Freedom</b></p>	<p><b>1. Humanism</b></p> <p><b>2. Christianity:</b></p>	<p><b>1. Aspects of Faith: Creation Stories</b></p>

	<p><b>2. Christianity:</b> Different denominations of Christianity.</p> <p><b>The Christmas Story:</b> What is the true meaning of Christmas?</p>	The Easter Story – Focus on the Crucifixion: free will and determinism.	<p><b>2. A celebration of diversity.</b> A whole school event!</p>
P.E.	<b>Basketball</b> <b>Gymnastics</b>	<b>Dance</b> <b>Handball</b>	<b>Cricket</b> <b>Athletics</b>
PHSE/ RSE	<b>Being me in my world</b>  <b>Celebrating Difference</b>	<b>Dreams and Goals</b>  <b>Healthy Me</b>	<b>Relationships</b>  <b>Changing Me</b>
ICT	<b>Digital Literacy and ICT</b> – Online Safety  <b>Computer Science</b> Animated Stories – Scratch	<b>Digital Literacy and ICT</b> – Stop Motion Animation  <b>Digital Literacy and ICT</b> – Spreadsheets & office 365	<b>Digital Literacy</b> – (Y6) End of Year Project – Digital Yearbook/Leavers video  <b>Digital Literacy</b> - (Y5) Create a programme for Leavers Assembly
French	<p>1. <b>At the Supermarket (Dialogue &amp; Write)</b></p> <p>2. <b>Time (Vocab &amp; Dialogue)</b></p>	<b>SATS Prep</b>	<p>1. <b>Daily Routine (Vocab &amp; Write)</b></p> <p>2. <b>Physical Description (Vocab &amp; Write)</b> <b>Le Tour de France</b></p>
Independent Learning Projects	Emotional Geography – the experiences of the Windrush immigrants. Biography/Autobiography/Diary Writing/Drama/Poetry	DT- Research, design and make a Victorian toy of choice.	History- who were the Mayans and what can we learn from them?
Philosophy for Children	A weekly class discussion on a range of issues to develop children's thinking skills and effective speaking and listening techniques.		
Inclusive Schools	<p>A Boy not the Same - You Tube 'Pop n Olly' - History of Pride explained - You Tube 'Pop n Olly' This Day in June.</p> <p>Don't Forget Me, Nana (E-Book, living with dementia)</p> <p>Funky Chickens – Poetry by Benjamin Zephaniah</p> <p>Mirror by Jeannie Baker</p> <p>Six Dots: A Story of Young Louis Braille</p>		
Class Texts	<p><b>Year 6</b></p> <p>Street Child by Berlie Doherty</p> <p>Clockwork by Philip Pullman</p> <p>Floodland by Marcus Sedgewick</p> <p>The Eye of the Wolf by Daniel Pennac</p> <p>I am Malala by Malala Yousafzai</p> <p><b>(See SHPS Reading Spine for full list of texts studied)</b></p>		

Global, national or local citizens.

Successful learners.

Healthy and Happy