

Curriculum Map: Year 6 2024 2025 St Elizabeth's Catholic Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Biography/auto biography Diary Andrew Grant GANGS (PHSE) Poetry	Narrative with dialogue Non-chronological reports	Diary Letters	Debating skills Narrative (suspense)	Grammar Revision Explanation/Persuasion (Hybrid texts)	Non-chronological reports Narrative (Mr Men)
Science (Driver)	PHSE <u>Human Body</u> How do our choices affect how our bodies work? Why does my heart beat?	<u>Electricity</u> Circuits Can we vary the effects of electricity?	<u>Light</u> How can shadows be changed?	<u>Classification</u> Can animals and plants be sorted into different groups?	<u>Living Things</u> Microorganisms (PHSE) Do micro-organisms help us or harm us?	<u>Evolution and Inheritance</u> Why have living organisms changed or evolved over time?
History	<u>Local History</u> Victorians Why did Liverpool grow so quickly in the 1800s? Trip to Quarry Bank Mill	<u>Enrichment/Embedded skills</u> Victorian school day in school) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Use a range of sources to find out about an aspect of time past	<u>An aspect or theme of British history beyond 1066</u> Transatlantic Slave Trade Why did Liverpool have such a significant role in the transatlantic slave trade?	<u>Enrichment/Embedded skills</u> Science: Compare beliefs and behaviour with another time studied Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Select and organise information to produce structured work making appropriate use of dates and terms	<u>Enrichment/Embedded skills</u> Science: Write/present an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation (Darwin) . Select and organise information to produce structured work making appropriate use of dates and terms RE (Lourdes and Berndette) Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation	

<p>Geography</p>	<p><u>Embedded skills</u> Locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time (Victorian Britain to today)</p> <p>Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.</p> <p>Locate and understand Middle East countries (especially Iraq and Afaganistan) whilst writing autobiography of Andrew Grant.</p>	<p><u>Locational Knowledge and Human Geography</u></p>	<p><u>Embedded skills</u> Locate places studied in slave trade topic in relation to the Equator climate, seasons and vegetation.</p> <p>Locate cities, countries and regions of Europe and North and South America, Africa on physical and political maps.</p> <p>Understand how climate and vegetation is connected in biomes, e.g. the tropical rainforest and the desert.</p> <p>Describe what the climate of a region is like and how plants/animals are adapted to it and how it influences food production Understand that products we use are imported as well as locally produced</p>	<p><u>Transatlantic Slave Trade</u> Where and why did the trade in goods and enslaved people develop?</p>	<p><u>Enrichment/Embedded skills</u> Year 6 Trip/OAA Week Gather information Sketching Evaluate their sketch against set criteria and improve it Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Using maps Follow a short route on a OS map Describe the features shown on an OS map Making maps Draw plans of increasing complexity</p>	<p><u>Geography Skills and Fieldwork</u> <u>KS2 Revision in preparation for high school with a focus on locational knowledge and fieldwork skills</u></p>
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Art	Mood Portraits (PHSE feelings)	<u>Enrichment/embedded skills</u> Produce increasingly detailed preparatory sketches for designs Consider the use of colour for particular purposes. Use a printing process to make a greeting card.	Benin African Art	<u>Enrichment/embedded skills</u> Develops experience in embellishing, pooling together experiences in texture to complete a piece- (Faberge Egg)	<u>Enrichment/embedded skills</u> Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to make 3D forms (Micro-organism models) Collect information, sketches and resources and present ideas imaginatively in a sketchbook (Photography for Macro Art)	Macro Art
D.T.	<u>Enrichment/embedded skills</u> Discuss some key inventors/designers/engineers(Victorian Link Brunel) Forest School- Safe use of tools (knives) in an outside Forest School Setting	Board Games		Baking Bread/Pizza	<u>Enrichment/embedded skills</u> Forest School Activities using tools (saws/cutting) and safety around equipment	Mobile Phone Covers
Computing	Word Processing Blogging	Quizzing On line safety (PHSE)	Coding	Spreadsheets Online safety (PSHE)	Networks	Text adventures (Mr Men plan)
Music	Charanga: Fresh Prince of Bel air Sing and Glockenspiels	BBC Teach: Songs based on Shakespeare's A Midsummer Night's Dream	Ukulele Skills 2	Charanga: Classroom Jazz 2 Glockenspiels	BBC Ten Pieces: Leonard Bernstein - 'Mambo' from Symphonic Dances from 'West Side Story' Sing, Glockenspiels and Percussion	Yustudio Composing with a Digital Audio Workstation 2 Grime A Spooky Story
P.E.	Football Yoga	Dodgeball Tag Rugby	Yoga Netball	Fitness Cricket	Hockey Golf	Tennis OAA
R.E.	Loving Judaism Vocation and Commitment Expectations		Sources Unity Death and New Life		Witness Healing Common Good Other Faiths	