

St George's Year 6 Curriculum Map

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE - <i>see Come and See Overview for specific dates</i>	Domestic Church: Loving Baptism/Confirmation: Vocation & Commitment Advent/Christmas: Expectations Judaism Week: Belonging & Values		Local Church: Sources Eucharist: Unity Lent/Easter: Death & New Life		Pentecost: Witness Reconciliation/Anointing of the sick: Healing Universal Church: Common Good Islam Week: Belonging & Values - Guidance for Muslims	
RSE - <i>see life to the full overview #pathway 3</i>	Module 1: Created & Loved by God x 10 sessions Well-being sessions		Module 2: Created to love others x 10 sessions E-safety Well-being sessions		Module 3: Created to live in Community x 3 sessions + revisit sessions Well-being sessions	
English	Text(s): Dracula Writing Genres: Fiction: Descriptive Letter Non-fiction: Newspaper article	Text(s): A Christmas Carol (Film and Text) The Victorian Workhouse - balanced argument Writing Genres: Fiction: Descriptive introduction / Non-fiction: Balanced argument	Text(s): The Beast and the Bethany Writing Genres: Non-fiction: Formal letter of complaint Fiction: Story Conversation	Text(s): The Iron Man / Pompeii (interactive text) Writing Genres: Non-fiction: Review Non-Fiction: Warning Letter	Text(s): Alma (Film Unit) Suspense Writing Text: The Sun King Fiction: Story Writing Fiction: Suspense story Editing / KS2 REVISION	Genre: Poems (Ted Hughes) Writing Genres: Fiction: Poetry Editing

Drama / S&L	Now Press Play - Victorian Britain	Balanced Argument - debate	Now >Press>Play - Natural Disasters Pompeii Drama	Now>Press Play - Rainforests / SATs Reading	Now Press Play - Evolution / SATs Maths	Now Press Play - Transition
Maths	Place Value Four operations Fractions, Decimals and Percentages		Ratio & Proportion Algebra Angles, shape including coordinates, reflection & translation Data handling, Mean average Y6 REVISION		KS2 REVISION	Measure Using & Applying mathematics (themed project)
Science	Light <ul style="list-style-type: none"> •Explain how light travels •Explain how the human eye sees objects •Explain how different colours of light can be created •Use and explain how simple optical instruments work (periscope, telescope, binoculars, mirror, magnifying glass, Newton's first reflecting telescope) •Explain changes 	Electricity <ul style="list-style-type: none"> •Identify and name the basic parts of a simple electric series circuit? (cells, wires, bulbs, switches, buzzers) •Compare and give reasons for variation in how components function, including bulb brightness, buzzer volume and on/off position of switches •Explain how to make changes in a circuit •Explain the impact of changes in a 	Animals including humans <ul style="list-style-type: none"> •Identify and explain the function of the organs of the human circulatory system (heart, blood vessels, blood, blood pressure, clotting) •Identify and explain the function of the organs of the human gaseous exchange system (lungs, nose, throat, bronchi, bronchial tubes, diaphragm, ribs, breathing) •Name the major organs in the human body •Locate the major human organs •Make a diagram that outlines the main parts of a body •<i>Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learned about our bodies?</i> •<i>Can they compare the organ systems of humans to other animals?</i> •<i>Can they make a diagram of the human body and explain how different parts work and depend on one another?</i> 		Evolution and Inheritance <ul style="list-style-type: none"> •Give reasons for why living things produce offspring of the same kind •Give reasons for why offspring are not identical with each other or with their parents •Explain the process of evolution and describe the evidence for this •Begin to appreciate that variation in offspring over time can make animals more or less able to survive in particular environments •Talk about the life of 	Living things and their habitats <ul style="list-style-type: none"> •Explain the classification of living things into broad groups based on common observable characteristics (five kingdoms of all living things, vertebrates, mammals, marsupials) •Sub divide their original groupings and explain their divisions •Group animals into vertebrates and invertebrates

	<p>linked to light (and sound)</p> <p>•Can they use the ray model to explain the size of shadows?</p>	<p>circuit</p> <ul style="list-style-type: none">•Explain the effect of changing the voltage of a battery•Can they make their own traffic light system or something similar?•Can they explain the danger of short circuits?•Can they explain what a fuse is?		<p>Charles Darwin</p> <ul style="list-style-type: none">•Can they explain how some living things adapt to survive in extreme conditions?•Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet?•Can they begin to understand what is meant by DNA?	<ul style="list-style-type: none">•Can they explain why classification is important?•Can they readily group animals into reptiles, fish, amphibians, birds and mammals?
Computing	<p>E-safety and Chromebooks</p> <p>Purple Mash 6.2 CEOP resources</p> <p>Digital literacy: I discuss the risks of online technology. I identify how to minimise risks.</p> <p>Computer science: I can 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.</p>	<p>E-safety</p> <p>I discuss the risks of online technology. I identify how to minimise risks.</p> <p>Purple Mash Quizzing 6.7 Purple Mash Google sheet 6.9</p> <p>Information Technology</p> <p>I select, use and combine software on a range of digital devices. I use a range of technology for a specific project.</p>	<p>E-safety</p> <p>I discuss the risks of online technology. I identify how to minimise risks.</p> <p>Algorithms and programming Code Studio Course F</p> <p>Computer Science:</p> <p>I design a solution by breaking a problem up. I recognise that different solutions can exist for the same problem. I use logical reasoning to detect errors in algorithms. I use selection in programs. I work with variables. I explain how an algorithm works.</p>		

			I explore 'what if' questions by planning different scenarios for controlled devices.
MFL - Italian	<p>MAIN TOPICS</p> <ul style="list-style-type: none"> • Greetings & more courtesy phrases • Spare time & Hobbies • MY FAMILY • Things I like and don't like doing • WORD FAMILIES: Feminine and masculine nouns • Numbers 1-60 • TIME • Christmas <p>Spoken Language</p> <ul style="list-style-type: none"> • I can hold a simple conversation with at least for exchanges. • I can use my knowledge of grammar to speak correctly. <p>Reading:</p> <ul style="list-style-type: none"> • I can use the context to work out unfamiliar words. <p>Writing:</p> <ul style="list-style-type: none"> • I can write a paragraph of 4-5 sentences. 	<p>MAIN TOPICS</p> <ul style="list-style-type: none"> • Hobbies and Sports - What I do after school • Parts of the day • Things that bring us joy (La Canzone della Gioia song) • My favourites (food, day, animal, sport etc...) • School subjects • My SCHOOL day • Noun/Adj agreement <p>Spoken Language</p> <ul style="list-style-type: none"> • I can hold a simple conversation with at least for exchanges. • I can use my knowledge of grammar to speak correctly. <p>Reading:</p> <ul style="list-style-type: none"> • I can understand a short story and note the main point. • I can use the context to work out unfamiliar words. <p>Writing:</p>	<p>MAIN TOPICS</p> <ul style="list-style-type: none"> • Meet three Italian children - Reading comprehension • This is me • Daily routine • A conversation • Interactive games • At the Ice-cream shop • Sing for an audience <p>Spoken Language</p> <ul style="list-style-type: none"> • I can hold a simple conversation with at least for exchanges. • I can use my knowledge of grammar to speak correctly. <p>Reading:</p> <ul style="list-style-type: none"> • I can understand a short story and note the main point. • I can use the context to work out unfamiliar words. <p>Writing:</p> <ul style="list-style-type: none"> • I can write a paragraph of 4-5 sentences. • I can substitute words or

	<ul style="list-style-type: none"> I can substitute words or phrases. 		<ul style="list-style-type: none"> I can write a paragraph of 4-5 sentences. I can substitute words or phrases. 		phrases.	
PE	Real: Cognitive Coordination Ball Skills Agility Reaction / Response	Real: Creative Static Balance Seated Static Balance Floor Work	Real: Social Dynamic Balance On a Line Counter Balance With a Partner	Real: Physical Dynamic Balance to Agility Jumping and Landing Static Balance One Leg	Real: Health and Fitness Static Balance Stance Coordination Footwork Athletics	Real: Personal Coordination Sending and Receiving Agility Ball Chasing Dance
History	Victorians I know about the main events from a period of history, explaining the order of events and what happened. I know how crime and punishment has changed over a period of time. I know how Britain has had a major influence on the world. I know how the lives of wealthy people were different from the lives of poorer people.			Egyptians I know about the main events from a period of history, explaining the order of events and what happened. I research in order to find similarities and differences between two or more periods of history. <u>Big Five</u> <ol style="list-style-type: none"> 1) The capital city of Egypt is Cairo 2) The Ancient Egyptians believed in over 2,000 Gods and Goddesses. 3) The Ancient Egyptians mainly 		York I know how to place features of historical events and people from the past societies and periods in a chronological framework. <u>Big Five</u>

	<u>Big Five</u> <ol style="list-style-type: none"> 1) Queen Victoria reigned for 63 years from 1837 to 1901. 2) The first train line opened in 1825 and it ran from Stockton to Darlington. 3) Big changes happened during the Victorian period - this was called the industrial revolution. 4) The Education Act of 1870 was the first piece of legislation about education. 5) In 1833, Lord Shaftsbury had the Tenth Hour Act passed in parliament to reduce the working hours of children. 		<p>lived along the River Nile (the longest River in the world).</p> <ol style="list-style-type: none"> 4) Cats were considered sacred in Ancient Egypt. 5) The Ancient Egyptians alphabet had over 700 hieroglyphics. 	
Geography		<p>South America</p> <p>I know why some places are similar and dissimilar in relation to their human and physical features.</p> <p>I know how time zones work and calculate time difference around the world.</p> <p>I can name the largest desert in the world and locate desert</p>		<p>Atlas Skills</p> <p>I know that many of the early civilisations gave much to the world.</p> <p>I know how to use an atlas by using the index to find places.</p> <p>I know how to use some basic Ordnance Survey symbols and six-figure grid references.</p> <p>I can collect and accurately measure information (e.g. rainfall / temperature /</p>

		<p>regions in an Atlas.</p> <p><u>Big Five</u> South America is the fourth biggest continent.</p> <p>There are twelve countries in South America.</p> <p>The Amazon is the largest river in the world by volume.</p> <p>The largest city is Sao Paulo in Brazil.</p> <p>The highest Mountain is Mount Aconcagua</p>		wind speed / noise levels etc.)
York	<p>I can identify physical changes between York during Victorians times and present day.</p> <p>I know how the introduction of the railway impacted York.</p> <p>I can make a timeline of the main events during the Victorian period that link to York.</p>	<p>I can compare and contrast statistics about a South American city with York.</p> <p>I can compare and contrast physical and human features of York and Rio de Janeiro</p>	I can compare and contrast the impact of a River on a place. (River Nile / River Ouse)	I can create an interactive timeline of York, reflecting what we have learnt about York at St George's.
Art	William Morris - printing	I know how to use a range of e-resources		

	I know how to overprint to create different patterns.	to create art.	
	I explain why I have used different tools to create art. I explain why I have chosen specific techniques to create my art. I explain the style of my work and how it has been influenced by a famous artist.		
Design Technology	-	Clay Canopic Jars -I follow and refine my plans -I show that I consider culture and society in my plans and designs -I can evaluate my product against clear criteria -I explain how products should be stored and give reasons	Themed Project -I use market research to inform my plans and ideas -I follow and refine my plans -I justify my plans in a convincing way I show that I can test and evaluate my products -I work within a budget -I evaluate my product against clear criteria
Music	Sing Up Scheme: Hey Mr Miller Unit -I know how to sing in harmony confidently and accurately -I know how to perform parts from memory -I know how to take the lead in a performance -I know how to compare and contrast the impact that different composers from different times have had on people of that time.	Sing Up Scheme:Dona Nobis Pacem Unit Egyptian chants -I know how to use a variety of different musical devices in my composition (including melody, rhythm and chords) -I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created -I know how to analyse features within different pieces of music	Sing Up Scheme: Ame sau vala tara bal Unit Summer play -I know how to sing in harmony confidently and accurately -I know how to perform parts from memory -I know how to take the lead in a performance

	-I know how to use a variety of different musical devices in my composition (including instruments, dynamics and tempo).		
Additional Events/Trips	York Castle Museum/Victorian day in school York Art Gallery - William Morris Visit/interview with Fr Jerry	YoYo: The Bible Workshop x 3 sessions Police e-safety workshop St Margaret Clitherow Pilgrimage - York	York Trip Annual Residential - Robin Wood St George's RC Church - Sacrament - anointing of the sick YoYo transition workshop Crucial Crew