

Curriculum Map Owls Year 6 – YEAR A 2023 - 2024

Topics	Autumn	Spring	Summer
Topic Name	BLACK HISTORY	CRIME AND PUNISHMENT	TITANIC
Science	Living things & their Habitats (Follow all Y6 statements for living things & their habitats) Evolution & Inheritance (Follow all Y6 statements for evolution & inheritance) <u>Working Scientifically:</u> Identifying scientific evidence that has been used to support or refute ideas or arguments.	Light (Follow all Y6 statements for light) Animals, Including Humans (Follow all Y6 statements for light) <u>Working scientifically:</u> Identify, group and classify Perform simple comparative tests. Observe changes over time. Use observations to suggest answers to questions	Electricity (Follow all Y6 statements for electricity) Scientists & inventors (Follow all Y6 statements for scientists and inventors) <u>Working Scientifically:</u> Ask simple questions and recognise they can be answered in different ways. Use observations and ideas to suggest answers to questions. Use simple equipment to observe closely Perform simple comparative tests.
Computing (Purple mash)	- Unit 6.1 Coding - Unit 6.2 Online Safety	- Unit 6.3 Spreadsheets - Unit 6.6 Networks	- Unit 6.8 Binary - Unit 6.7 Quizzing
History	- I can place current study on timeline in relation to other studies. - I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. - I can confidently use the library and internet for research. - I can compare beliefs and behaviour with another time studied. - I can select and organise information to produce structured work, making appropriate use of dates and terms.	- I can use relevant dates and terms. - I Know key dates, characters and events of time studied. - I can use a range of sources to find out about an aspect of time past. - I can bring knowledge gathered from several sources together in a fluent account. - I can Sequence up to 10 events on a time line. - I can recognise primary and secondary sources	- I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. - I can link sources and work out how conclusions were arrived at. - I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion. - I can be aware that different evidence will lead to different conclusions.
Geography	The Caribbean - I can locate places on a world map. - I can use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) - Confidently identify significant places and environments - Confidently use an atlas. - I can recognise world map as a flattened globe. - I can investigate places with more emphasis on the larger scale; contrasting and distant places.	Local Fieldwork - I can suggest questions for investigating. - I can collect and record evidence unaided. - I can analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. - I can draw a plan view map accurately. - I can use a scale to measure distances. - I can draw/use maps and plans at a range of scales - I can draw a variety of thematic maps based on their own data. - I can begin to draw plans of increasing complexity. - I can use primary and secondary sources of evidence in their investigations.	Coasts - I can confidently identify significant places and environments. - I can use OS maps. - I can use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) - I can follow a short route on an OS map. Describe features shown on OS map. - I can use/recognise OS map symbols. - I can use atlas symbols. - I can use 8 compass points confidently and accurately. - I can use 4 figure co-ordinates confidently to locate features on a map. - I can begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Art	<u>Can I use PRINTING to create artwork inspired by the black female artist Tamara Natalie Madden?</u> <i>Sticky knowledge</i> - I know how to recognise the art of the Tamara Natalie Madden. - I know how to look at the themes in Tamara Natalie Madden's artwork. - I know how to recognise the portrait of Michelle Obama.	<u>Can I use WEAVING to investigate the THEMES of African art and how they are successfully used?</u> <i>Sticky knowledge</i> - I know how to develop experience in embellishing. - I know how to apply knowledge of different techniques to express feelings. - I know how to work collaboratively on a larger scale. - I know that African mats, rugs and baskets, like those made in countries such as Rwanda and Burundi by the	<u>Can I EXPLAIN WHY I have chosen specific TECHNIQUES in my SCULPTURE of my Titanic art?</u> <i>Sticky knowledge</i> - I know what TITANIC is and appreciate the disaster that it was. - I know how to create artwork that is sensitive to what happened. - I know how to create a piece of artwork that captures a group of people from the boat and places it in a significant place nowadays.

DT	- I know how to compare artwork to be left in the White House compared with the normal style of Tamara Natalie Madden. - I know how to build up drawings and images of whole or parts of items using various techniques. - I know how to use screen printing.		Tutsis, are made by hand using weaving and sewing techniques. - I know that in African art there are GEOMETRIC PATTERNS that use zigzags, chequerboard, curved lines, spirals and circles. - I know that in African art there are SYMBOLIC – PATTERNS that use images which have some symbolic meaning for the artist and the person using the art, whether it be on a piece of clothing or a building. These images can include crescents, stars, flowers, seeds, trees and pods. - I know that the Ndebele women, who live in the North West of South Africa, have long been decorating the walls of their houses. This is a tradition called ‘ukugwala’. They use their fingers to create undulating or straight lines in geometric patterns with paint or wet clay.		- I know how to analyse the messages conveyed from existing Titanic artwork. - I know how to use tools to make intricate patterns. - I know how to use tools to make the sculpture as realistic as possible.	
	<u>COOKING AND NUTRITION: COME DINE WITH ME</u> - Writing a recipe, explaining the key steps, method and ingredients - Including facts and drawings from research undertaken - Following a recipe, including using the correct quantities of each ingredient - Adapting a recipe based on research - Working to a given timescale - Working safely and hygienically with independence - Evaluating a recipe, considering: taste, smell, texture and origin of the food group - Taste testing and scoring final products - Suggesting and writing up points of improvements in productions - Evaluating health and safety in production to minimise cross contamination - To know that ‘flavour’ is how a food or drink tastes - To know that many countries have ‘national dishes’ which are recipes associated with that country - To know that ‘processed food’ means food that has been put through multiple changes in a factory - To understand that it is important to wash fruit and vegetables before eating to remove any dirt and insecticides - To understand what happens to a certain food before it appears on the supermarket shelf (Farm to Fork)		<u>STRUCTURE: PLAYGROUNDS</u> - Building a range of play apparatus structures drawing upon new and prior knowledge of structures - Measuring, marking and cutting wood to create a range of structures - Using a range of materials to reinforce and add decoration to structures - Improving a design plan based on peer evaluation - Testing and adapting a design to improve it as it is developed - Identifying what makes a successful structure - To know that structures can be strengthened by manipulating materials and shapes - To understand what a 'footprint plan' is - To understand that in the real world, design, can impact users in positive and negative ways - To know that a prototype is a cheap model to test a design idea		<u>DIGITAL WORLD: NAVIGATING THE WORLD</u> - Writing a design brief from information submitted by a client - Developing design criteria to fulfil the client’s request - Considering and suggesting additional functions for my navigation tool - Developing a product idea through annotated sketches - Placing and manoeuvring 3D objects, using CAD - Changing the properties of, or combine one or more 3D objects, using CAD - Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo) - Explaining material choices and why they were chosen as part of a product concept - Programming an N, E, S, W cardinal compass - Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool - Developing an awareness of sustainable design - Identifying key industries that utilise 3D CAD modelling and explain why - Describing how the product concept fits the client’s request and how it will benefit the customers - Explaining the key functions in my program, including any additions - Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool - Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch - Demonstrating a functional program as part of a product concept - To know that accelerometers can detect movement	
	U2.7 Why do Hindus want to be good?	U2.11 Why do some people believe in God and some do not?	U2.2 Creation and Science – Conflicting or Complementary?	U2.5 What do Christians believe Jesus did to ‘save’ people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?
	<u>Me and My Relationships</u> - Working together - Solve the friendship problem - Behave yourself - Assertiveness skills - Don’t force me - Acting appropriately	<u>Valuing Difference</u> - OK to be different - We have more in common than not - Respecting differences - Tolerance and respect for others - Advertising friendships! - Boys will be boys? – challenging stereotypes	<u>Keeping safe</u> - Think before you click! - To share or not to share? - Rat Park - What sort of drug is...? - Drugs: it’s the law! - Alcohol: what is normal?	<u>Rights and respect</u> - Two sides to every story - Fakebook friends - What’s it worth? - Happy shoppers – caring for the environment - Jobs and taxes - Action stations!	<u>Being my best</u> - This will be your life - Our recommendations - What’s the risk? 1 - What’s the risk? 2 - Five ways to wellbeing project	<u>Growing and changing (RSE)</u> - I look great! - Media manipulation - Pressure online RSE units (taught in year groups)

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PSHE

PE (Atlas) Music (Charanga)	- Gymnastics - Netball - Dance - Rugby		- Gymnastics - Football - Dance - Handball		- Athletics - Rounders - Forest School - Cricket	
	Music & Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour