

Long term curriculum map Year 6

2017-2018

Year 6	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Title	Lest We Forget (WWI)		Wonders of the World (Polar Regions/Volcanoes)		Hot Chocolate Or Choccywoccydodah!	Moving On Up (Transition)
What are our key enquiry questions?	<p>What were the events that led to the beginning of WWI?</p> <p>What was it like to be a young soldier in the trenches?</p> <p>How did the rest of the family survive during the years a father/sons were away at war?</p> <p>Why was there The Christmas Truce?</p>	<p>Why did the battle against the Germans continue for such a long time?</p> <p>Where did the most famous battles of WWI take place?</p> <p>When did soldiers return to the families?</p> <p>Who initiated the war?</p> <p>How did WWI end?</p>	<p>What would it feel like to be shipwrecked?</p> <p>How do animals survive in polar biomes?</p> <p>Why did men want to race to the Arctic/Antarctic?</p> <p>Where did Shackleton and Scott travel on their ill-fated expedition?</p> <p>When do you think Scott realise he was going to die?</p> <p>Why is there a treaty to protect Antarctica?</p>	<p>Why is there a 'ring of fire' in the Pacific ocean?</p> <p>Why do natural disasters occur?</p> <p>Why are there different types of volcano?</p> <p>Why do people choose to live near active volcanoes?</p> <p>How do families cope with the effects of living through a natural disaster?</p> <p>Would you risk your lives to save others?</p>	<p>Where in the world did the Mayan civilisation live?</p> <p>What was life like for the Mayan people?</p> <p>What is the link between the Mayans and chocolate?</p> <p>How did the Mayan civilisation end?</p> <p>Who brought chocolate to England?</p> <p>What is our school's favourite chocolate bar?</p>	<p>What do you want to achieve next year?</p> <p>How do you feel about moving on?</p> <p>Where do you see yourself in ten year's time?</p> <p>When do you find time to reflect about things that are important to you?</p> <p>Who do you go to for help when you need it?</p>
Hooks – How will we engage the children in a fun way?	<p>Play audio recordings of soldiers from WW1 talking about their experiences/re-enactments of the experiences of the</p>	<p>War-time home life for children - a day in the life....drama activity.</p> <p>Watch video extracts from</p>	<p>Shipwreck survival at the beginning-who will be leader, how will you survive?</p> <p>'Crossing the Arctic' using a sled filled with</p>	<p>Children to work in groups to make a Volcanic Eruption. Creating a Tornado in a bottle.</p> <p>Children to 'Land</p>	<p>Create a 'science lab' in the classroom as part of the cooking activity - metamorphic cooking.</p>	<p>Use prisms to create rainbows of light in the classroom.</p> <p>Watch videos of interesting home-</p>

	men fighting . Re-create the trenches, using PE mats, sound effects and pretending to be soldiers.	<u>Warhorse.</u> Use photographs of Zeppelin crash.	'equipment'. The pupils have to work as a team to survive various scenarios. Listen to diary entries from Shackleton/Scott's expedition.	Hop' around a Giant World Map in the Hall to locate famous landmarks and volcanoes.	Create a sweet shop corner in the classroom - class to create adverts, signs, fake chocolate bars etc. Chocolate sculptures competition.	made inventions for every day uses (silly and practical)
How will we celebrate our learning? Who will we share this with? Will we be experts, performers? (Outcomes)	Invite parents to attend our educational trip to The Tank Museum. Class Assembly to show what we have been learning in Year 6.	Writing Blog Posts to inform people of the plight of Antarctica.		Presenting our work to Year 5 to show them what to expect in Year 6.	Performing to parents, staff and pupils at Leavers' Assembly.	
As writers we will: (Cross curricular)	Warhorse by Michael Morpurgo Writing to inform: Information leaflets Letters	The Mysteries of Harris Burdick by Chris van Alsburg Writing to entertain: Narrative stories Stories with flashbacks	The Winter Pony by Iain Lawrence- Writing to persuade Discussion	Small Change for Stuart by Lissi Evans Writing to entertain: Biography Diary entries Poetry	Charlie and The Chocolate Factory by Roald Dahl Writing to persuade Persuasion	Wonder by RJ Palacio Writing to inform Non-chronological reports
As mathematicians we will: (Cross curricular)	Fractions of amounts of food (rationing) Travelling distances by soldiers. Area and perimeter of war zones/memorials	Examine the difference in time zones around the world. Collating and comparing climate data for different biomes. Calculate the mean of temperatures of different biomes. Interpret line graphs regarding the change in sea ice over a long period of time.		Number puzzles Times-Mayan calendar Surveys for data handling Shape-different sized surface area. Nets of packaging		

<p>As scientist we will: (NC link)</p>	<p>Health of soldiers - trenchfoot, malnutrition, heart rates, circulatory systems, mental health issues.</p> <ul style="list-style-type: none"> ▪ Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ Describe the ways in which nutrients and water are transported within animals, including humans. <p>Electricity – Enigma Machine and Morse Code Machines.</p> <ul style="list-style-type: none"> ▪ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ 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 ▪ Use recognised symbols when representing a simple circuit in a diagram. 	<p>Evolution and Inheritance – Ice Age Explore how creatures have adapted to their environments (cold and hot) over time.</p> <ul style="list-style-type: none"> ▪ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Classification, including micro-organisms (bacteria) Does chocolate go mouldy?</p> <ul style="list-style-type: none"> ▪ Describe how living things are classified into broad groups including micro-organisms, plants and animals ▪ Give reasons for classifying plants and animals based on specific characteristics. <p>Light & Shadow</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
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<p>As geographers we will: (NC link)</p>	<p>Locating countries involved in war. Mapping the invasion of the enemy and allied sides. Use 4 and 6 grid references to map key position in battles.</p>	<p>Understand longitude and latitude, equator, hemisphere, tropics, polar circles, time zones, land use and vegetation. Weather and Climate around the world.</p>	<p>Understand what plate tectonics are and locate them on a map Pacific ring of fire).</p>	<p>Map the places that produce chocolate – link to Fair Trade.</p>	
<p>As historians we will: (NC link)</p>	<p>Understanding cause and effect of conflict. Discuss the impact of hope during war through the Christmas truce. Empathise with people who were subject to aerial bombings. Explain why rationing was necessary in war times. To understand what remembrance means and why it is important.</p>	<p>Discover about famous polar explorers – Scott and Shackelton</p>	<p>Understand that natural disasters occurring in history have changed the way we live today. Explain how we learn from the past. Empathise with people who have been subject to natural disasters.</p>	<p>Examine the Mayan civilisation and how the Mayans and Aztecs were the first people to discover chocolate. Explore the influence of the Mayans on current civilisations and investigate their creations and inventions.</p>	
<p>As artist we will: (NC link)</p>	<p>Study the work of Paul Nash and have reproduced a piece of artwork in their style. Use different shades to create tone and line. Use shading and shadow to show 3D. Use watercolours to reproduce a piece of artwork in the style of Quentin Blake.</p>	<p>Sculpture-create clay fish. Using sketchbooks to practise drawing of specific polar animals.</p>		<p>Create lino-prints of Mayan designs.</p>	<p>Creating mindfulness paintings linked to transition</p>

As creators we will (D+T)	Make war-time recipes, using rationed ingredients and vegetables		Making energy snacks for survival	Design and make something that a survivor would need if they have lost everything (Link to Gandy's flip flops - Orphans for Orphans charity) Textiles work	Metamorphic cooking-honeycomb chocolate bars	Making Business Enterprise products.
ICT (NC link)	Using 'Scratch' programming to create games To compare different presentation packages (PowerPoint v. Prezi)		Using 'Scratch' programming to create animations	Spreadsheet planning using Excel	Using 'Scratch' programming to create mathematical puzzles	Using 'Scratch' programming to create a game with specific variables
Music (NC link)	World Unite-beat, syncopation, pitch and harmony-create their own marching songs. Develop an understanding of the history of music, including great musicians and composers - wartime composers.		To improvise and compose using dimensions of music- Music Express - song cycle performance	To improvise and compose using dimensions of music - compose soundtrack to short animated film about volcanic eruption/tsunami	Moving on (Music Express) Class Awards (Music Express) Leaver's assembly	
RE (NC link)	Understand what responsibility is. Identify responsibility in and between the community. Discuss responsibility towards the country through job choices. Understand the core values of all religions.		Recognise human needs for survival. Identify ways that we can demonstrate care for the world and the environment.		How can we recognise and demonstrate equality in our world and our society? How can we promote Fair Trade? How can we work to put an end to hunger?	
PSHE	Being me in my world (Jigsaw scheme)	Celebrating differences (Jigsaw scheme)	Dreams and Goals (Jigsaw scheme)	Healthy me (jigsaw scheme)	Relationships (Jigsaw scheme)	Changing Me (Jigsaw scheme)

French (KS2)	To develop language of the following areas: Celebrations/body parts/animals/growing things	Travel and weather, likes and dislikes	Instructions, sport and clothing	
Cooking	Make war-time recipes, using rationed ingredients and vegetables	Making energy snacks for survival	Metamorphic cooking-honeycomb chocolate bars	
Enrichment Visitors Trips	The Tank Museum, Bovington	Visit by Trevelyan. May – Antarctica Moors Valley – Team Building / Orienteering Activity	Residential trip to Fairthorne Manor	Transition Lessons at Secondary Schools