

# 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/WWII/Refugees)		Pole to Pole (Antarctica)		Business Enterprise	Moving On Up (Transition)
What are our key enquiry questions?	<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>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>What illnesses did the soldiers suffer?</p> <p>What machines did they use in battle?</p> <p>What happened to villages that sent away lots of their men?</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 Amundsen and Scott travel on their ill-fated expedition?</p> <p>When do you think Scott realise he was going to die?</p> <p>Who were other famous Antarctic explorers?</p>		<p>What is Business Enterprise?</p> <p>How is a successful business run?</p> <p>What roles are needed within a team?</p> <p>Who has the right qualities for each role?</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 men fighting .</p> <p>Re-create the trenches, using PE mats, sound effects and pretending to be soldiers.</p> <p>War-time home life for children - a day in the life....drama activity.</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 'equipment'. The pupils have to work as a team to survive various scenarios.</p> <p>Listen to diary entries from Amundsen's/Scott's expedition.</p>		<p>Careers day – listen to members of commerce to inspire future academic choices.</p>	<p>Interviews with past school pupils to identify their achievements. 'Where are they now'?</p>
How will we celebrate our learning? Who	<p>Invite parents in to share 'Remembrance' with us – display of Art Work and Poetry.</p>		<p>Writing Blog Posts to inform people of the plight of Antarctica.</p>		<p>Presenting our work to Year 5 to show them what to expect</p>	<p>Performing to parents, staff and pupils at Leavers'</p>

will we share this with? Will we be experts, performers? (Outcomes )	Class Assembly to show what we have been learning in Year 6.	Class Assembly to show what we have been learning in Year 6.	in Year 6.	Assembly.
As writers we will: (Cross curricular)	<u>War Horse</u> by Michael Morpurgo Diary Extracts News Reports Letters – formal and informal Poetry	The Winter Pony by Iain Lawrence- The Mysteries of Harris Burdick by Chris van Alsburg  Discussion Biography Revisiting all genres	<u>The Boy in The Tower</u> by Polly Ho Yen  Stories with flashbacks Poetry Persuasion Non-chronological reports	
As mathematicians we will: (Cross curricular)	Travelling distances by soldiers. How many men were lost on each side.	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 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"> <li>▪ Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>▪ Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>▪ Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p>Electricity – Enigma Machine and Morse Code Machines.</p> <ul style="list-style-type: none"> <li>▪ Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>▪ 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</li> <li>▪ Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p>Evolution and Inheritance – Ice Age</p> <p>Explore how creatures have adapted to their environments (cold and hot) over time.</p> <ul style="list-style-type: none"> <li>▪ Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>▪ Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>▪ Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<p>Classification, including micro-organisms (bacteria)</p> <ul style="list-style-type: none"> <li>▪ Describe how living things are classified into broad groups including micro-organisms, plants and animals</li> <li>▪ Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p>Light &amp; Shadow</p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> <li>▪ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>
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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. Mapping the journey of refugees. 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. Examining the relief of Antarctica – mountain ranges / ice shelves / research stations. Mapping the journey of Scott from England to Antarctica.</p>	<p>Mapping out where the best location to put different business.</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 Amundsen as well as other explorers e.g. Shackleton. Research Scott’s expedition crew – their backgrounds before they were enlisted by Scott.</p>	<p>Look at past Business Enterprise examples. What sold well? What failed? Why? Explore the history of commerce.</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. Create clay poppy sculptures.</p>	<p>Using sketchbooks to practise drawing of specific polar animals. Sketching and painting an Antarctic landscape.</p>	<p>Sculpture-create clay fish. Designing logos for their businesses.</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 Army Transport Vehicles using mechanical structures.  Making electrical systems based on the Enigma machine / Morse Code.	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		Making Business Enterprise products.		
ICT (NC link)	Creating simple online games using coding (Scratch).	Develop multi-media skills using PowerPoint.	Compare and evaluate other multi-media presentations e.g. Prezi vs PPT	Input data correctly into excel spreadsheets.	Know how to use technology safely and responsibly.	
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		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?		
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	Making healthy snacks to help improve our revision skills.	
Enrichment Visitors Trips	Tank Museum  Christchurch war memorial – Remembrance	Moors Valley – Team Building / Orienteering Activity	Residential trip to Fairthorne Manor.	Transition Lessons at Secondary Schools