



Lees Primary School Curriculum Map: Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Egyptians	Evolution	Earth Matters	World War	Tudors	
Key Questions	<p>Where and when did the earliest civilisations begin?</p> <p>What does a civilisation need to grow and succeed?</p> <p>What was the importance of the River Nile in the achievements of the Ancient Egyptians?</p> <p>What role did religion play in the lives of the Ancient Egyptians?</p> <p>What were some of the significant achievements of the Ancient Egyptians?</p>	<p>What is evolution?</p> <p>What can we learn from fossils?</p> <p>What is the impact of Charles Darwin's Theory of Evolution?</p> <p>How does adaptation lead to evolution?</p> <p>Why do we inherit some features from our parents?</p> <p>What are biomes?</p> <p>What are the climate zones?</p>	<p>Where and why do earthquakes happen?</p> <p>What is the impact of natural disasters on societies?</p> <p>How can we use cleaner, renewable forms of electricity?</p> <p>How are biomes being impacted through climate change?</p> <p>Are the world's resources distributed fairly?</p>	<p>Why was the Battle of Britain a significant turning point in World War Two?</p> <p>What was the impact of war on daily life in Britain: how was life different?</p> <p>Why was the Battle of Britain a significant turning point in the war?</p> <p>What was the impact of WW2 on how Europe has developed since?</p>	<p>How did the Tudors come into power?</p> <p>Why was Henry VIII feared?</p> <p>How did crime and punishment differ to the modern day?</p> <p>Why was the 15th century known as the 'Golden Age of Exploration'?</p> <p>What is the legacy and impact of Tudor Britain today?</p>	

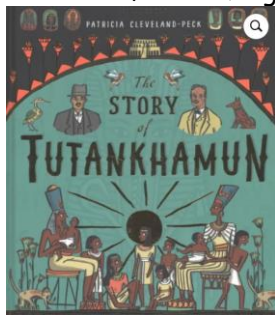


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English Texts (see LTP)



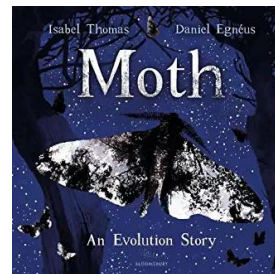
Secrets of a Sun King



The story of
Tutankhamun

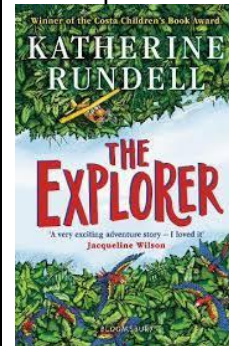


On the Origin of
Species by Sabina
Radeva.



Moth, by Isabel
Thomas

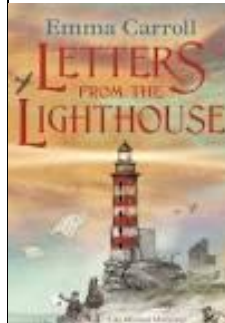
The explorer



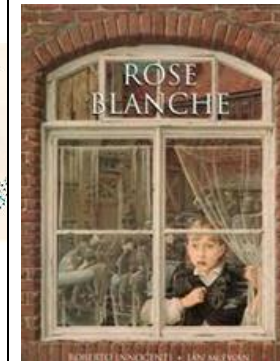
The Journey



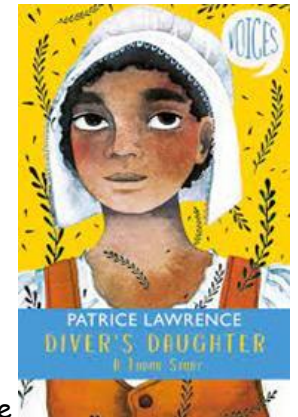
Letters from the Lighthouse



Rose Blanche



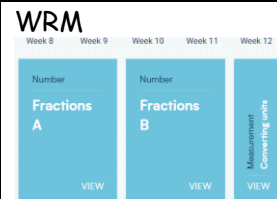
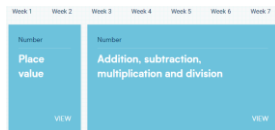
Diver's Daughter



Patrice Lawrence

Maths (See WRM SOL)

WRM Year SOL Place Value



Year SOL

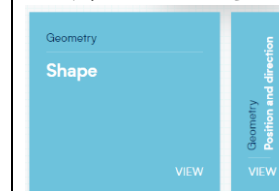
WRM Year SOL



WRM Year SOL



WRM Year SOL



WRM Year SOL



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Science	Living Things and their Habitats	Evolution	Electricity	Light	Animals including humans
	<p>Sc6/2.1a describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.</p> <p>Sc6/1.6 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations</p>	<p>Sc6/2.3a recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>Sc6/1.5 using simple models to</p>	<p>Sc6/4.2a associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Sc6/4.2b 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</p> <p>Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.</p> <p>Sc6/1.1 planning different types of scientific enquiries to answer</p>	<p>Sc6/4.1a recognise that light appears to travel in straight lines</p> <p>Sc6/4.1b 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</p> <p>Sc6/4.1c 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</p> <p>Sc6/4.1d use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Sc6/1.2 taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p>Sc6/1.4 using test results to make predictions to set up further comparative and fair tests</p>	<p>Sc6/2.2a identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Sc6/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p>



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		<p>describe scientific ideas</p> <p>Sc6/1.7 identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>questions, including recognising and controlling variables where necessary</p> <p>Sc6/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p>		
History & Geography	<p>Hi2/2.3 Ancient Civilizations - Egypt</p> <p>The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared</p> <p>Use factual knowledge and understanding of the history to describe</p>	<p>Ge2/1.1 Locational Knowledge</p>	<p>Ge2/1.1c identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts,</p>	<p>Hi2/2.2 Extended chronological study</p> <p>d. <i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p> <p>Gain knowledge in social history</p> <p>To use, evaluate and link a range of sources to find out about an aspect of the past.</p>	<p>Hi2/2.2 Extended chronological study</p> <p>Hi2/2.2/a The changing power of monarchs using Henry VIII as a case study</p> <p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>



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	<p>past societies and periods</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Ge2/1.1c identify the position of Egypt and significance of North eastern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p>Ge2/1.3b River Nile describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>		<p>rivers, mountains, volcanoes and earthquakes,</p> <p>Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p>Look at North America and regions for Earthquakes. To look closer at volcanoes and earthquakes looking at tectonic plates and the ring of fire.</p> <p>Ge2/1.3b describe and understand key aspects of human</p>	<p>To use evidence to support and illustrate an explanation on the causes and effects of a past event.</p> <p>To use depth of factual knowledge to describe past societies and periods, and begin to make links between them.</p>	
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			<p>geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>To create maps of locations, identifying patterns; land use & climate zones.</p> <p>.</p>		
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Art and DT	<p>Craft - Lino printing</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>Craft - Lino printing - Christmas cards</p>	<p>Drawing</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing,</p> <p>Sketching skills - perspective and shading - pyramids</p> <p>Charles Darwin - observational sketching</p>	<p>Painting</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques painting</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>Street art as stimulus</p>	<p>Textiles</p> <p>DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.2b select from and use a wider range of materials, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>	<p>Sculpture</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p> <p>Craft - Photo collages</p> <p>Grayson Perry - identity</p> <p>Roberto Lugo</p> <p>Making a mug to represent themselves</p> <p>Clay - collage, painting</p>	<p>Construction</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.4b understand and use mechanical systems in their products</p> <p>DT2/1.4c understand and use electrical systems in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor</p>
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				Make a piece of clothing		and control their products. Scrap-Heap challenge
	<p>Food tech</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p>					
	Pizza	Pasta and meatballs	Soup and toastie	Chicken fajitas	Turkey burgers	Chicken fried rice
Music	Charanga - Happy	Charanga - Classroom Jazz	A new year carol Songs from the war years.	Charanga - You got a friend	Charanga - Music & Me	Charanga - Reflect, Rewind & Replay
P.E	<p>Basketball</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games,</p>	<p>Dance / Cheerleading</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1c develop flexibility, strength, technique, control and balance</p>	<p>Badminton</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Handball</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where</p>	<p>Athletics</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Rounders</p> <p>PE2/1.1a use running,, throwing and catching in isolation and in combination</p>



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	modified where appropriate, and apply basic principles suitable for attacking and defending			appropriate, and apply basic principles suitable for attacking and defending	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination	
Computing	<p>Computer Systems - Communication</p> <p>Co2/1.4 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>Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<p>Programming - Variables</p> <p>Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct</p>	<p>E- safety</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Creating Media - Web Pages</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Data & Information - Spreadsheets</p> <p>Co2/1.6 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>E-safety & recap</p> <p>Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>



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		errors in algorithms and programs				
R.E See agreed Kirklees syllabus	How do Sikhs show commitment?	How do Sikhs show commitment? How do Jews remember the Kings and Prophets in worship and life? Christmas Unit	How do Jews remember the Kings and Prophets in worship and life?	What do Christians believe about Jesus' death? Easter Unit.	What do Christians believe about resurrection?	How does growing up bring responsibilities?
French (KS2)	Weather (Recapping year 5: numbers to to 100, days of the week and months of the year)	Food	The very hungry caterpillar	Ordering food	Hobbies and sport	Conversations
PSHE SCARF- see Long Term plan	Me and my relationships <ul style="list-style-type: none"> To tell you some assertive behaviours To explain what is meant by compromise To explain what appropriate touch is and give examples 	Valuing differences <ul style="list-style-type: none"> To give examples of prejudice-based bullying To explain what a 'bystander' is in a bullying situation. 	Keeping Safe <ul style="list-style-type: none"> To explain that I have emotional needs as well as physical needs, and give an example of each. To give some examples of how mobile (smart) phones can 	Rights and Respect <ul style="list-style-type: none"> To explain how people's social media profiles often give a biased view of them To give some different things that have an impact on the environment. To explain how groups of people in the community help to do this. 	Being my Best <ul style="list-style-type: none"> To tell you about an aspiration and goal I have and one (or more) of the steps I will need to achieve my goal. To tell you that risks can be physical or emotional. 	Growing and changing <ul style="list-style-type: none"> To give an example of a secret that can be kept private (confidential). To tell you what the word 'puberty' means and give some examples of some of the physical changes associated with it.



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			<p>be positive (good) or negative (not so good)</p> <ul style="list-style-type: none"> I can explain the norms about young people's use of alcohol - that it is steadily decreasing 	<ul style="list-style-type: none"> To say different ways of saving money. 		<ul style="list-style-type: none"> To give an example of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.
Trips/ visits/ experiences	Into the Woods Ancient Egypt workshop	Pantomime at Bradford Alhambra		Anne Frank	Residential	