



## 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 1	World War 2	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 did WW1 start?</p> <p>What was life like for soldiers on the Western Front?</p> <p>What was the impact of WW1 on life in Britain?</p> <p>Why was 1918 (USA joining forces) a turning point in the war?</p> <p>How did WW1 change Europe?</p>	<p>Why did the Nazi party rise to power?</p> <p>Why did WW2 start?</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>What was the holocaust and why is it important to remember it?</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 15<sup>th</sup> century known as the 'Golden Age of Exploration'?</p> <p>What is the legacy and impact of Tudor Britain today?</p>

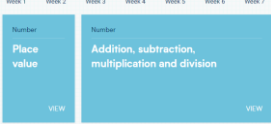



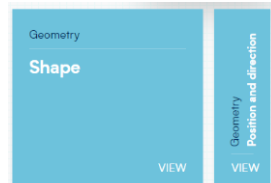


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					What was the impact of WW2 on how Europe has developed since?	
English Texts (see LTP)	<p>There are editions of Michael Morpurgo and Nina Baym, but in a style of her own Carroll was superior accessible history with a cracking plot.</p> <p>Emma Carroll</p>  <p>Secrets of a Sun King</p>  <p>The story of Tutankhamun</p>	 <p>On the Origin of Species by Sabina Radeva.</p>  <p>Moth, by Isabel Thomas</p>	<p>The explorer</p>  <p>The Journey</p> 	<p>War Horse - Michael Morpurgo</p> 	<p>Letters from the Lighthouse Rose Blanche</p>  	<p>Diver's Daughter Patrice Lawrence</p> 



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<b>Maths</b> ( See WRM SOL)	<b>WRM Year SOL</b> Place Value 	<b>WRM Year SOL</b> 	<b>WRM Year SOL</b> 	<b>WRM Year SOL</b> 	<b>WRM Year SOL</b> 	<b>WRM Year SOL</b>
<b>Science</b>	<b>Living Things and their Habitats</b>  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  Sc6/2.1b give reasons for classifying plants and animals based on specific characteristics.  Sc6/1.6 reporting and presenting findings from enquiries, including	<b>Electricity</b>  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  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  Sc6/4.2c use recognised symbols when representing a simple circuit in a diagram.	<b>Light</b>  Sc6/4.1a recognise that light appears to travel in straight lines  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  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	<b>Animals including humans</b>  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  Sc6/2.2b recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function  Sc6/2.2c describe the ways in which nutrients and water are transported within animals, including humans.	<b>Evolution</b>  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  Sc6/3.2b recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  Sc6/2.3c identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.  Sc6/1.5 using simple models to describe scientific ideas  Sc6/1.7 identifying scientific evidence that has been used to support or refute ideas or arguments.	



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	conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations	<p>Sc6/1.1 planning different types of scientific enquiries to answer 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>	<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>	Sc6/1.3 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs	
<b>History &amp; Geography</b>	<p>Hi2/2.3 Ancient Civilizations - Egypt</p> <p>The achievements of the earliest civilizations - an overview of where</p>	Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity	Ge2/1.1c identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night)	<p>Hi2/2.2 Extended chronological study</p> <p><i>d. a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p>	<p>Hi2/2.2 Extended chronological study</p> <p><b>Hi2/2.2/a The changing power of monarchs using Henry VIII as a case study</b></p>





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	<p>and when the first civilizations appeared</p> <p>Use factual knowledge and understanding of the history to describe 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</p>	<p>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 &amp; climate zones.</p>	<p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, 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</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>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>	<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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	distribution of natural resources including energy, food, minerals and water		volcanoes and earthquakes looking at tectonic plates and the ring of fire.			
<b>Art and DT</b>	<p><b>Craft - Lino printing</b></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><b>Craft - Lino printing - Christmas cards</b></p>	<p><b>Drawing</b></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><b>Sketching skills - perspective and shading - pyramids</b></p> <p><b>Charles Darwin - observational sketching</b></p>	<p><b>Painting</b></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><b>Street art as stimulus</b></p>	<p><b>Textiles</b></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</p>	<p><b>Sculpture</b></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><b>Craft - Photo collages</b></p> <p><b>Grayson Perry - identity</b></p> <p><b>Roberto Lugo</b></p>	<p><b>Construction</b></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</p>



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				<p>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><b>Make a piece of clothing</b></p>	<p><b>Making a mug to represent themselves</b></p> <p><b>Clay - collage, painting</b></p>	<p><b>mechanical systems</b> in their products</p> <p>DT2/1.4c understand and use <b>electrical systems</b> in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p> <p><b>Scrap-Heap challenge</b></p>
	<p><b>Food tech</b></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	<b>Turkey burgers</b>	Chicken fried rice
<b>Music</b>	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



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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 <b>competitive games</b>, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Dance / Cheerleading</p> <p>PE2/1.1d perform dances using a range of movement patterns</p> <p>PE2/1.1c <b>develop flexibility, strength, technique, control and balance</b></p>	<p>Badminton</p> <p>PE2/1.1b play <b>competitive games</b>, 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 <b>competitive games</b>, modified where appropriate, and apply basic principles suitable for attacking and defending</p>	<p>Athletics</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p>	<p>Rounders</p> <p>PE2/1.1a use running,, throwing and catching in isolation and in combination</p>
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</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</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 &amp; 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 &amp; 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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	results are selected and ranked, and be discerning in evaluating digital content	programs; work with variables and various forms of input and output Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs				
<b>R.E</b>  <b>See agreed Kirklees syllabus</b>	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?
<b>French (KS2)</b>	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



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<p><b>PSHE</b></p> <p><b>SCARF- see Long Term plan</b></p>	<p>Me and my relationships</p> <ul style="list-style-type: none"> <li>To tell you some assertive behaviours</li> <li>To explain what is meant by compromise</li> <li>To explain what appropriate touch is and give examples</li> </ul>	<p>Valuing differences</p> <ul style="list-style-type: none"> <li>To give examples of prejudice-based bullying</li> <li>To explain what a 'bystander' is in a bullying situation.</li> </ul>	<p>Keeping Safe</p> <ul style="list-style-type: none"> <li>To explain that I have emotional needs as well as physical needs, and give an example of each.</li> <li>To give some examples of how mobile (smart) phones can be positive (good) or negative (not so good)</li> <li>I can explain the norms about young people's use of alcohol - that it is steadily decreasing</li> </ul>	<p>Rights and Respect</p> <ul style="list-style-type: none"> <li>To explain how people's social media profiles often give a biased view of them</li> <li>To give some different things that have an impact on the environment.</li> <li>To explain how groups of people in the community help to do this.</li> <li>To say different ways of saving money.</li> </ul>	<p>Being my Best</p> <ul style="list-style-type: none"> <li>To tell you about an aspiration and goal I have and one (or more) of the steps I will need to achieve my goal.</li> <li>To tell you that risks can be physical or emotional.</li> </ul>	<p>Growing and changing</p> <ul style="list-style-type: none"> <li>To give an example of a secret that can be kept private (confidential).</li> <li>To tell you what the word 'puberty' means and give some examples of some of the physical changes associated with it.</li> <li>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.</li> </ul>
<p><b>Trips/ visits/ experiences</b></p>	<p>Into the Woods Ancient Egypt workshop</p>	<p>Pantomime at Bradford Alhambra</p>		<p>Anne Frank</p>	<p>Residential</p>	