

Curriculum Map



Year Group

6

Academic Year

2020-2021

	TERM 1	TERM 2	TERM 3
Text	Letters from the Lighthouse / Fireweed/Boy in the striped Pyjamas	Gorilla Dawn / Darwin's Dragons / On the Origin of Species	Windrush Child and Holes
Additional Experiences	The Journey – Holocaust Museum *Residential*	African experience – cooking, music and dance.	PGL
Outcomes (including published work)	<p>Year 6 Horrible History Museum (Dec 2020) – (Drama, English, Geography, History, Art, DT, Computing, Music, Dance)</p> <p>Create a memorial as a way of remembering those who lost their lives.</p> <p>A chronological understanding of what happened in WWII. (History)</p> <p>Children to be able to complete a Jive (Dance, Music)</p> <p>Alert system (DT/ICT/Science)</p> <p>Children to prepare and deliver a Remembrance Day Assembly. (Nov 2020) Use a multimedia presentation to communicate. (History/ICT)</p> <p>Children to prepare and deliver an assembly for Holocaust Memorial Day (Jan 2021) (History/ICT)</p> <p>Complete different pieces of writing - Newspaper report,</p>	<p>To create a scrapbook to show the discoveries made by Charles Darwin.</p> <p>Create a tribal dance piece to encompass African music and dance.</p> <p>Create a drawstring backpack.</p> <p>Host a fundraising event</p> <p>Create drama pieces to share information about the apartheid and Gorilla Organisation</p> <p>Create a piece of African inspired art using pastels and bright colours</p> <p>Create a layered African style mask</p> <p>Persuade people on key issues and to support our event</p>	<p>Perform a Leavers' Assembly at the end of term including drama and dance elements.</p> <p>Artwork in 2D and 3D form.</p> <p>PGL experience</p> <p>Plan, budget and organise an end of year 'prom'</p> <p>End of year production</p>

	<p>setting description, dilemma story,</p> <p>How do we keep the memory of 2020 alive? Children to create song/poem/time capsule as a way to remember and honour those who lost their lives.</p>		
<p>Enquiry Questions</p>	<p>How do we keep memories alive?</p> <p>What was the Holocaust?</p> <p>What happened to the people who survived?</p> <p>How did people survive?</p> <p>What can we do to ensure that people don't forget what happened?</p> <p>What were the causes of WWIIs?</p> <p>How can we ensure that people understand the importance?</p> <p>What was it like to be an evacuee/be in a concentration camp?</p> <p>Why was music important during WWII?</p> <p>How can electricity be used to save lives?</p> <p>How significant was electricity in WWII?</p> <p>How come people couldn't see what was coming?</p> <p>If metal is in short supply, what else could be used to conduct electricity?</p>	<p>Do our closest relatives deserve to become extinct?</p> <p>What are the causes of their extinction and what can we do to stop it?</p> <p>Where did we come from?</p> <p>How do we know how we evolved?</p> <p>How do we treat those who are different?</p> <p>Why are our closest relatives close to extinction?</p> <p>What are the causes of their extinction and what can we do to stop it?</p> <p>What is special about African art?</p> <p>How would you describe African culture? (Art, dance and Music)</p> <p>How did Nelson Mandela make a difference towards equality?</p> <p>Can you cook a traditional African dish?</p>	<p>Where are the Caribbean islands? What's their history?</p> <p>How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?</p> <p>Why did people migrate from the Caribbean to England in 1948?</p> <p>What was life in London like for the Windrush pioneers?</p> <p>Who were Sam King and Norma best, and what did they do?</p> <p>How did the Windrush migration change Britain for the better?</p> <p>What is blood made of and why do we need it?</p> <p>What is blood made of and why do we need it?</p> <p>What is our circulatory system?</p>

			What is our heart like inside? How does it work?
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Spoken Language	<p>Finding out about the past</p> <p><i>During the visit to the Holocaust Museum listen to stories from the past and ask questions that link with it.</i></p> <p>Horrible Histories Year 6 Museum</p> <p><i>Children to contribute to the class museum</i></p>	<p>Meeting Strangers.</p> <p><i>Interacting with people from different backgrounds and cultures and adapting to different situations –Build links with different cultures from the local community.</i></p>	<p>Perform in the end of term performance and Leavers' Assembly.</p> <p><i>Contribute towards the performances.</i></p>
Drama	<p>Runaway / Air raid role play</p> <p><i>Role play getting out of the dilemma to support with dilemma story writing.</i></p> <p><i>Prepare to deliver an assembly on Remembrance Day</i></p>	<p>Exploring issues</p> <p><i>Look at issues from the topic and decide how to communicate them to others - Gorilla extinction/Apartheid movement.</i></p>	<p>Prepare the end of year production</p>
Reading	<p>Fireweed/Boy in the striped Pyjamas</p> <p><i>Developing responses to develop all reading skills. Look at a different reading skill each week initially.</i></p> <p>WWII songs and poems</p> <p><i>Unpick the language and author's intent linked with songs and poems from the period.</i></p>	<p>Gorilla Dawn</p> <p><i>Use passages from Gorilla Dawn and other relevant texts to do revision of domains that the children are not secure with.</i></p> <p>Poetry</p> <p><i>Use a range of poetry to revise different reading skills.</i></p>	<p>Windrush Child</p> <p><i>Use chapters from Windrush Child and other relevant texts to develop vocabulary, prediction, retrieval, summarising, inferences and author's use of language.</i></p> <p><i>Use passages to develop answers to those requiring evidence.</i></p>
Writing	<p>Fiction – Setting Description - Model text - Descriptions of Wales from Fireweed chapter 1 & 2. Innovate - Descriptions of London in WWII - Use Fireweed and History learning to provide detail. Hot task - describe the world during lock down. The time when the world stood still.</p>	<p>Non-Fiction –Balanced argument - Debate - Are zoos ethical/poaching/adopting animals at the YWP?</p> <p><i>Model text – Balanced argument about poaching</i></p> <p><i>Innovate – Balanced argument about zoos.</i></p>	<p>Fiction – write an alternative chapter to the story to develop dialogue and action to move the narrative on.</p> <p>Flashback narrative: Leonard recalls his life in Jamaica before boarding the Windrush to a life in England</p>

	<p>Non Fiction - Newspaper report.</p> <p><i>Newspaper report on Covid 19 - The day we returned to school (CT),</i></p> <p><i>Model on the outbreak of WWII, Innovate on a night after a heavy bombing,</i></p> <p><i>Newspaper report on VE Day (HT)</i></p> <p>Non Fiction – Diary Writing – <i>Cold task - personal diary from their own significant memory, Model text - Anne Frank’s Diary, Innovate - A different day. Hot task – Kristallnacht</i></p> <p>Fiction term 1 – Diary (Rose Blanche)</p> <p>Non-fiction term 1 – newspaper report</p> <p>Fiction term 2 – flashback</p> <p>Non-fiction term 2 – persuasive text</p> <p>Poetry – ottava rima</p>	<p><i>Hot task – Present a balanced argument about adopting animals</i></p> <p>Fiction – Dilemma story</p> <p>Cold task - Write a dilemma story of their choice/give a problem – how would they solve it?</p> <p>Model text – Bobo knows people do not think his father is innocent. What should he do?</p> <p>Innovate - Imara and the gorilla – What should she do?</p> <p>Hot task – Real life scenario from Crucial Crew – How should they respond?</p> <p>Fiction term 3 – Discovery Narrative (Origin of Species)</p> <p>Non-fiction term 3 – balanced argument</p> <p>Fiction term 4 –</p> <p>Non-fiction term 4 – NC report</p> <p>Poetry – Iambic pentameter</p>	<p>Non Fiction - discussion text: Is xenotransplantation ethically correct?</p> <p>Online news report reporting in the arrival of the HMT Empire Windrush</p>
Mathematics	<p>Integers and Decimals</p> <p>Addition and Subtraction</p> <p>Multiplication and Division</p> <p>Calculation Problems</p>	<p>Fractions</p> <p>Missing angles and length</p> <p>Coordinates and shape</p> <p>Decimals and measures</p> <p>Percentages</p> <p>Data Handling</p>	<p>Proportion Problems</p> <p>Revision of key units and identified units from gaps analysis for SATs</p>
Science	<p>Let it Shine – Light</p> <p>Electrifying – Electric</p> <p>Working Scientifically</p> <p>(Rising Stars)</p>	<p>We’re evolving – Evolution and Inheritance</p> <p>We are dinosaur hunters</p> <p>Living Things and their Habitats</p> <p>Working Scientifically</p>	<p>Living things and their habitats</p> <p>Animals including humans</p> <p>Animals including humans (water transport)</p>

<p>Art & Design</p>	<p>Propaganda Posters</p> <p><i>Discover the use of propaganda posters in WWII and use technology to create our own. (Digital art)</i></p> <p>Drawing St Paul's Cathedral- ArtJohn (VE Day)</p>   	<p>African art</p> <p><i>Study African art and the use of vibrant colours. Look at different media to identify what creates the effect. Use layering to create African masks. (Collage)</i></p>  	<p>3D art: By using the work of Dale Chihuly, children create 3D forms with paper and tissue by using an armature and tie dye techniques</p>  <p><i>Cattails and Nijjima Floats (2012) and Nordic Blue Macchia (2016) by Dale Chihuly</i></p> <p>Print work: By using the work of Patrick Hughes as a stimulus, children follow a process to produce three colour reduction prints.</p>  <p><i>Doctor in the House by Patrick Hughes (2020)</i></p>
<p>Computing</p>	<p>Multimedia presentation</p> <p><i>Children to create a multimedia presentation containing information about WWII and the Holocaust for assemblies to be delivered to the whole school and as part</i></p>	<p>Communication and online safety – Blogging/emailing</p> <p><i>Establish communication links safely between ourselves using Seesaw and a school in Africa.</i></p>	<p>Big Data: Children look at how the internet works and how information is transferred and protected. They also look at Smart technology and begin to understand how Smart technology can help schools,</p>

	<p><i>of their Horrible Histories Museum.</i></p> <p>Digital art</p> <p><i>Use computer programmes to create propaganda posters using a range of different techniques and saving their work using different formats.</i></p> <p>Algorithms</p> <p><i>Use software to create prototypes for their alert system before constructing it.</i></p>	<ul style="list-style-type: none"> - Tweeting <i>Create weekly tweets about our learning.</i> - Video conferencing <i>Children to be given the opportunity to take part in a video chat in order to find out more about the African culture.</i> <p>Information Poster</p> <p><i>Use their digital art skills to create an information poster to inform parents about The Gorilla Organisation.</i></p>	<p>and ultimately towns, can become more energy efficient.</p>
<p>DT</p>	<p>Electrical circuits</p> <p><i>Create a circuit to make the buzzer sound to alert people to an air raid. Extra challenge turn off/on the lights.</i></p> <p><i>(Use ideas from how to make a clean up device - https://www.stem.org.uk/elibrary/resource/35625)</i></p>	<p>Cooking</p> <p><i>Children to develop their chopping skills in order to produce a tasty African rice dish.</i></p> <p>Textiles</p> <p><i>Children to research, design and create a drawstring bag that could then be sold as part of the Gorilla fundraising event.</i></p> <div data-bbox="794 1585 1098 1854" data-label="Image"> </div> <p><i>**Could consider printing the pattern too or purchasing African themed fabric.**</i></p>	<p>Structures: Children will construct a flying buttress to support a tower.</p> <p>Mechanisms: Children will design and make a model Ferris wheel powered by gears</p>

<p>Geography</p>	<p>The countries in involved in WWII</p> <p><i>Children use maps to identify the different countries involved in WWII and their locations around the world.</i></p>	<p>Time Zones</p> <p><i>Use Charles Darwin's boat journey of discovery to understand the different time zones around the world.</i></p> <p>Physical and Human Geography</p> <p><i>Use maps and photos to describe the physical and human features of Doncaster and the Democratic Republic of Congo/Congo Rainforest</i></p>	<p>Comparison Study:</p> <p><i>Children compare a The Lake District to The Tatra Mountains in Poland and Jamaica.</i></p>
<p>History</p>	<p>WWII</p> <p><i>Look at the cause, events and impact of WWII and where it fits in the course of history.</i></p> <p>Write letters from the front line</p> <p>Holocaust</p> <p><i>Learn about the Holocaust and understand why there may be different accounts of what happened.</i></p> <p>Newspaper report on Kristallnacht</p>	<p>Charles Darwin</p> <p><i>Look at how Charles Darwin changed what we know about the world and about animals.</i></p>	<p>Windrush:</p> <p><i>Children learn about the history of the Caribbean Islands, who the Windrush Generation were and why they settled in the UK.</i></p>
<p>Foreign Language</p>	<p>Food</p> <p><i>Naming healthy and unhealthy food in Spanish. Ordering food in Spanish.</i></p> <p>Café experience</p> <p><i>Learn key phrases to use when ordering in a restaurant.</i></p>	<p>Telling the Time</p> <p><i>Use their knowledge of numbers in Spanish to tell the time and ask questions linked with telling the time.</i></p>	<p>Geographical experiences</p> <p><i>Describing the weather in Spanish.</i></p> <p>Appearance</p> <p><i>Describing what people look like in Spanish and being able to describe a person from the class.</i></p>
<p>Music</p>	<p>Music of WWII</p> <p>Why was music important during the war?</p>	<p>African Music</p> <p>How has African music influenced music today?</p>	<p>Music from the Caribbean</p> <p>Basics of Caribbean music. Origin and history of the steel band. Calypso and reggae.</p>

	<p><i>Children will explore the history of music during 1930's and 1940' and it's importance during the war. They will explore the swing/ big band era and the instruments that were used. (Glen Miller/ Vera Lynn)</i></p> <p>Jazz Music <i>The children will look at the development of Jazz and swing music. As well as developing an understanding of Charleston and blues music. They will compare the different styles of music</i></p> <p>Performing <i>Performing Arts Showcase which will include a selection of songs and compositions. They will also perform in assembly singing a WW2 mash up.</i></p>	<p><i>Children will study African music exploring both popular and traditional African music and the influence it has on music today. They will explore different African rhythms and compose some of their own.</i></p> <p>Rumba <i>Children will study different genres of music including rumba. They will also look at composers popular during Darwin time. Late Classical/ Romantic period. (Felix Mendelssohn, Johannes Brahms, Antonin Dvorak.)</i></p> <p>Composing <i>Children will have a selection of images linked to Gorilla Dawn and will take part in a song writing project. They will also explore sounds of the rainforest and create a rainforest soundscape.</i></p>	<p>Salsa. Graphic scores. Musical elements. Notation</p> <p>UKS2 Production</p> <p>Composing <i>Children will write their own theme in the style of the Caribbean style of their choice. They will also be creating soundscapes and telling the story through music.</i></p> <p>Performing <i>Children will take part in an UKS2 musical. There will also be an assembly showcase which will include the song 'you can get it if you really want'</i></p>
<p>Physical Education</p>	<p>Football <i>Develop pupils' skills with playing football.</i></p> <p>Indoor Athletics <i>To develop children's skills in a range of indoor athletics events and to prepare them for competition entry.</i></p>	<p>Netball – High 5 <i>To develop throwing and catching skills. To develop an understanding of working together as part of a team.</i></p> <p>Rounders <i>Improve striking and fielding skills and to prepare them for competition entry.</i></p>	<p>Athletics <i>To develop children's skills in a range of athletics events and to prepare them for competitions.</i></p> <p>Fitness <i>Improve our fitness levels so that all children can complete a km and improve on their personal best.</i></p> <p>Outdoor Adventure Activities <i>To develop map reading skills through the use of orienteering to plan and carry out a walk in the Peak District.</i></p>

<p>Dance</p>	<p>WWII- Jive</p> <p><i>Children will learn jive steps and memorise these along with the correct terminology of specific steps in order to embed them into a routine.</i></p> <p><i>Children will take the role of creative directors and start to create jive motifs and routines to put together in order to create a full group routine.</i></p> <p><i>Children will then perform this routine to different tracks of music to begin to understand putting the same steps to different timings and start to naturally adapt the movement to fit.</i></p>	<p>African tribal music and dance</p> <p><i>Children will study different types of African music/dance before discussing certain techniques and styles that they identified.</i></p> <p><i>Identify the similarities and differences between popular and traditional music/dance style and see the influence it has had on music/dance today.</i></p> <p><i>Children will learn traditional African dance steps understanding the terminology as well as the isolation of body parts</i></p>	<p>The Unexpected journey.</p> <p><i>Children will use hot seating to help understand and build on character development.</i></p> <p><i>Use the title of an unexpected journey to discuss the characters feeling when ----- came to the door.</i></p> <p><i>Create word bank on feeling/descriptions of the characters when this happens. (shocked, excited, surprised, angry)</i></p> <p><i>Children will be put into groups with one of the words from the bank to create motifs that will be pieced together into a performance.</i></p>
<p>PSHE</p>	<p>Being Me in My World Relationships</p>	<p>Dreams and Goals Celebrating differences</p>	<p>Healthy Me Changing Me</p>
<p>Equality & Diversity</p>	<p><i>Religion – The Holocaust. What was it? Who did it affect? Assembly for the school about Holocaust Memorial Day in January.</i></p> <p><i>Visit to the Holocaust Memorial Museum.</i></p> <p><i>Propaganda – How it can be used for good/bad?</i></p> <p><i>Gender – The role of men, women and children during WWII. How did roles change? What is a positive for women?</i></p> <p><i>Religious beliefs – RE – Different celebrations around the world.</i></p>	<p><i>Race - The apartheid movement in SA and the role of Nelson Mandela.</i></p> <p><i>Disability - Jigsaw – Celebrating Differences</i></p> <p><i>Jigsaw - Relationships - Sexual orientation</i></p> <p><i>Religious beliefs – RE - How art is used to promote religious beliefs?</i></p>	<p><i>SRE – Visit from the school nurse. Jigsaw Unit – Changing Me. Gender reassignment.</i></p> <p><i>Religious beliefs – RE - What difference does it make to believe in Ahimsa, Grace and/or Ummah?</i></p>

<p>British Values</p>	<p><i>Respect - Remembrance event/importance of keeping memories alive. Interviewing a soldier. Promoting Remembrance across the school.</i></p> <p><i>School council elections – children wrote speeches. Votes on charities</i></p> <p><i>Tolerance of each other’s religious beliefs – The Holocaust</i></p> <p><i>Individual liberty – Discussions around rights and responsibilities for keeping others safe and around being good role models as the oldest pupils in school?</i></p>	<p><i>Tolerance of each other – are we the way are because of inheritance or choice?</i></p> <p><i>The responsibility we have for the natural world and conservation.</i></p> <p><i>Tolerance of each other’s races – Work on Apartheid. Black History month.</i></p> <p><i>Tolerance of other people’s needs – Jigsaw</i></p> <p><i>Rule of Law – Crucial Crew Visit (Term 3 2021)</i></p> <p><i>Respect for animals – Should animals live in zoos or live in the wild?</i></p> <p><i>Individual Liberty - Debate about their thoughts.</i></p> <p><i>Charity – Create and sell drawstring bags with donations going to charity – Gorilla Foundation</i></p>	<p><i>Respect – Respect for yourself – How to have a healthy balanced lifestyle?</i></p> <p><i>Tolerance of each other – living as one within society, irrespective of gender, race or sexuality</i></p>
<p>Religious Education</p>	<p>Believing – <i>What does religion teach us about when life is hard?</i></p> <p>Expressing/Celebrations – Diwali, Christingle, The Christmas Journey</p>	<p>Believing – <i>What are the main religions in Africa and how does that influence daily life?</i></p> <p>Expressing – <i>Is it better to express religion through art and architecture or charity and generosity?</i></p> <p>Expressing/Celebrations – The Easter Journey</p>	<p>Living - <i>What difference does it make to believe in Ahimsa, Grace and/or Ummah?</i></p>
<p>Global Citizenship</p>	<p>Respect</p>	<p>Black Lives Matter</p>	<p>Sense of identity and self-esteem</p>

	<p><i>How do we keep Remembrance Day alive for future generations?</i></p> <p>Discrimination</p> <p><i>Should events like the Holocaust happen?</i></p>	<p><i>Look at South Africa's past - Nelson Mandela and the Apartheid movement.</i></p> <p>Gorilla Foundation</p> <p><i>Plan, prepare and host a fundraising event to raise awareness for The Gorilla Organisation.</i></p>	<p><i>Who am I? As the children prepare for their next stage of education look at who they are and how to believe in themselves more as they move onto secondary school.</i></p>
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