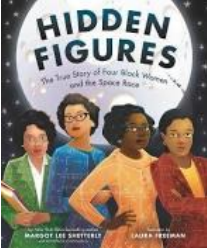
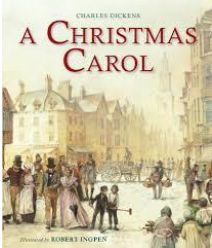

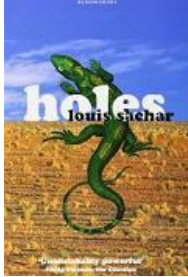
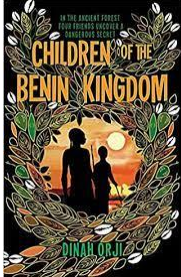












Year 6 Long Term Curriculum Map 24-25

Autumn Term		Spring Term		Summer Term:	
Autumn 1 Civil Rights	Autumn 2 Victorian London	Spring 1 Going Global	Spring 2 The USA	Summer 1 AD900	Summer 2 Take One Picture
<p>Core Text: Hidden Figures</p> 	<p>Core Text: A Christmas Carol</p> 	<p>Core Text: Kick</p> 	<p>Core Text: Holes</p> 	<p>Core Text: Children of the Benin Kingdom</p> 	<p>Core Text: To be decided based on painting</p>
<p>Writing Outcome: Write an autobiographical account of a figure from the civil rights movement.</p> <p><i>Write a poem</i></p>	<p>Writing Outcome: Write a suspense story set in Victorian times.</p> <p><i>Write a character or setting description</i></p>	<p>Writing Outcome: Write a journalistic piece about an aspect of global trade e.g fair trade , the use of child labour, the impact on the environment of cotton production.</p> <p><i>Write a persuasive letter</i></p>	<p>Writing Outcome: Write an Adventure Story</p> <p><i>Write a non-chronological report on lizards</i></p>	<p>Writing Outcome: Write a discussion piece/ 2 sided argument about the Benin Bronzes.</p>	<p>Writing Outcome: To write a Poem</p>
<p>Other Suggested Texts: Katherine Johnson: A Life Story Lies We Tell Ourselves Brown Girl Dreaming Becoming Listen Layla</p>	<p>Other Suggested Texts: Cogheart Street Child Coram Boy Ruby in the Smoke Son of the Circus: A Victorian Boy</p>	<p>Other Suggested Texts: Trash</p>	<p>Other Suggested Texts: Little House on the Prairie Tom Sawyer Children on the Oregon Trail Grand Canyon – Jason Chin</p>	<p>Other Suggested Texts: Tomb raiders Kingdom of Benin short stories Middle Earth</p>	<p>Other Suggested Texts:</p>

How High the Moon Noughts and Crosses A Change is Gonna Come Lions of Little Rock One Crazy Summer	Oliver Twist Gaslight Twelve minutes to Midnight				
Poetry: Linked to National Poetry Day (poetry writing) Caged Bird- Maya Angelou Reggae Head – Benjamin Zephaniah	Poetry: Lewis Carroll – The Jabberwocky Snow in the Suburbs – Thomas Hardy Tennyson	Poetry: Sea Fever – John Masefield A Smuggler’s Song – Rudyard Kipling	Poetry: In beauty may I walk – Navajo prayer	Poetry: Micheal Rosen – Chocolate Cake	Poetry:
White Rose Maths: Place Value Four operations Fractions A Fractions B Converting Units		White Rose Maths: Ratio Algebra Decimals Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics		White Rose Maths: Shape Position and Direction Themed Projects, Consolidation and Problem Solving	
Science: Electricity Working Scientifically: Identifying and explaining anomalies in data Using test results to raise questions and make predictions	Science: Light	Science: Animals including humans	Science: Animals including humans cont. Science Fair project Working Scientifically: Recording data and results using different graphs	Science: Evolution and inheritance	Science: Living Things and Their Habitats
Topic Enquiry: Civil Rights History: Find out about: <ul style="list-style-type: none"> Life for African Americans in the USA before, during and after the Civil Rights movement The Jim Crow Laws 	Topic Enquiry: Victorian London History: Find out about: <ul style="list-style-type: none"> The reign of Queen Victoria Life in Victorian London : where people lived, what jobs they did, how they entertained 	Topic Enquiry: Going Global History: Find out about : <ul style="list-style-type: none"> The history of global trade, looking at the trade of one commodity as an example e.g tea. Geography: Find out about:	Topic Enquiry: USA Geography: Find out about: <ul style="list-style-type: none"> The name and location of key features in the USA The distribution of population across the USA and factors that affect this pattern. 	Topic Enquiry: AD900 Benin History: Find out about: <ul style="list-style-type: none"> Why the Benin civilisation was of historical significance What life was like in Benin 1000 years ago and explain how we know about this 	Topic Enquiry: The Amazon Geography: Find out about: <ul style="list-style-type: none"> The location of the continent of South America and some of its key physical and human features.

<ul style="list-style-type: none"> • Segregation in schools in the USA and Brown vs the Board of Education • Key events in the civil rights movement – Little Rock and Greensboro and comparing them to civil rights movement in the UK – The Bristol Bus Boycott • The key people in the civil rights movement such as Martin Luther King, Katherine Johnson, Rosa Parks • The legacy of the civil rights movement <p>Geography: Application of skills Find out about:</p> <ul style="list-style-type: none"> • the location of key civil rights activities in the USA and design an tour of the key sites using Digimaps. 	<p>themselves, what they wore and ate</p> <ul style="list-style-type: none"> • Childhood in Victorian London • Development of industry and science in Victorian times • The growth of the railways in Victorian times and the impact of this • Crime and Punishment in Victorian times • How the local area changed during Victorian times <p>Geography: Find out about:</p> <ul style="list-style-type: none"> • The location of the British Empire. • How the Victorians impacted on the Geography of London • The growth of London using maps. 	<ul style="list-style-type: none"> • What trade is and how and why it has become global. • The import and export of food to the UK and where the food we buy in the supermarket comes from. • The global supply chain and the multi-stop journeys different products travel before reaching our shops. • What products the UK exports, and which countries the UK exports the most to. • The positive impact that buying fairtrade products has on communities in other countries. 	<ul style="list-style-type: none"> • The geographical similarities and differences of different places within USA. • The diversity of physical landscapes in the USA. • The location and formation of key physical features in the USA including the Grand Canyon. • The location and features of key settlements in the USA. • The impact of the environment on humans 	<ul style="list-style-type: none"> • The Benin Bronzes and the arguments for and against them being returned. 	<ul style="list-style-type: none"> • The location of the Amazon basin and Amazon rainforest. • The climate of South America. • Tropical rainforest biomes. • What it is like to live in the Amazon rainforest and the indigenous people who live there. • The importance of the Amazon rainforest. • The causes and consequences of deforestation in the Amazon. • A local fieldwork project <p>History: A local history enquiry (if not completed in Autumn 2)</p> <ul style="list-style-type: none"> • How the local area changed during Victorian times
<p>Computing: E Safety: Media Balance and Wellbeing Finding My Media Balance Digital Literacy – Common Sense Media Computing Systems and Networks</p>	<p>Computing: E Safety: Cyber Bullying Is It Cyberbullying? (UK) Creating Web Pages- Google Sites</p>	<p>Computing: E Safety: News and Media Literacy Reading News Online (UK) Creating Media – 3D Modelling - Tinkercad</p>	<p>Computing: E Safety: Privacy and Security You Won't Believe This! (UK) Sensing -Microbit – Step Counter (link to DT project)</p>	<p>Computing: E Safety: Digital Footprint and Identity - Beyond Gender Stereotypes Scratch – Variables in Games</p>	<p>Computing: E Safety: Relationships and Communication -Digital Friendships Data and Information – Flat File Databases (Excel+ sheets)</p>
<p>Art: Printing (stencils)/ Graffiti: Protest Art / Activism Access Art Unit</p>	<p>Art: Painting/ Collage: The Art of the Book Cover</p>	<p>Art: Upycled Fashion Design (Art/DT project)</p>	<p>Art: Drawing/ Painting Self Portraits - Identity</p>	<p>Art: Sculpture : Benin Art- Clay masks/ sculptures</p>	<p>Art: Take One Picture Forest School Project: Hapa Zome</p>

 <p>Focus Artists: Faith Ringgold, Luba Lukova, Bob and Roberta Smith, Banksy</p>	 <p>Focus Artist: Ben Goodman</p>	 <p>Access Art Unit</p> <p>Focus Artists: Alice Fox, Rahul Mishra Pyer Moss, Tatyana Antoun, Hormazd Narielwalla, Vivienne Westwood</p>	 <p>Focus Artists: Nijideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett, Jean Micheal Basquiat</p>	 <p>Focus Art: Benin Bronzes</p>	
<p>DT: Electrical Systems: Steady Hand Game</p>  <p>Kapow Unit</p>	<p>DT: Structures: Playground</p>  <p>Kapow Unit</p>	<p>DT: Textiles: Upcycled Fashion Design (Art/DT project)</p> 	<p>DT: Digital World: Navigating the World</p> <p>Kapow Unit</p>	<p>n/a</p>	<p>DT: Food: Come Dine with Me</p>  <p>Kapow Unit</p>
<p>Music: Developing Singing technique –Young Voices</p> <p>Kapow unit: Baroque</p> <p>Instrumental Lessons – Music Production</p>		<p>Music: Developing Singing technique –Young Voices/ Spring Concert</p> <p>Kapow Unit: Film Music</p> <p>Instrumental Lessons – Music Production</p>		<p>Music: Developing Singing technique - Year 6 Show</p> <p>Composition Project – Year 6 Leavers Song using Garage Band</p> <p>Kapow Unit: Theme and Variation</p> <p>Instrumental Lessons – Music Production</p>	

Western Classical – Early, Baroque, Renaissance, Classical Era	Western Classical Romantic and up to 1940's	Western Classical 20 th Century Music	20 th and 21 st Century Music including Film and Musical Theatre	Popular Music	World Music and Folk Music
Spanish: Spanish around the world 2/ Greetings 2	Spanish: The Weather	Spanish: Numbers 2	Spanish: My Family	Spanish: Spanish Pronouns	Spanish: Horrible Green Monster 2
PSHE: Mental health and emotional wellbeing: Healthy minds	PSHE: Identity, society and equality: Human rights	PSHE: Drug, alcohol and tobacco education: Weighing up risk	PSHE: Relationships and health education: Healthy relationships	PSHE: Keeping safe and managing risk: Keeping safe - out and about FGM (female genital mutilation)	PSHE: Relationships and health education: Healthy relationships
RE: What can be done to reduce racism? What can we learn from religious and non-religious worldviews?	RE: What do religions say to us when life gets hard?	RE: Is it better to express your religion in arts and architecture or in charity and generosity?	RE: What matters most to Christians and Humanists?	RE: What difference does it make to believe in Ahimsa (harmlessness), Grace and Ummah (community)?	
PE: Games – Tennis Games – Football	PE: Games – Football Games - Netball	PE: Games – Tag Rugby Gymnastics	PE: Games- Netball Games- Cricket	PE: Athletics Forest School	PE: Dance Adventurous Activity – Kyaking swimming
Global Citizenship: Equality and Rights Power and Governance (4 weeks) What happens if some people or groups of people don't get a say in how the country is run? How can people work together to change things? (collective and direct action) Project Outcome: School Elections - Write Head Girl/ Boy Manifesto, Hustings, Campaign teams Social Justice and Equity (6 weeks) What are some of the historical reasons for global inequalities? What are the Global Goals for Sustainable Development? How can we make a difference to social justice and inequality? If you were in charge of the world for a day how would you spend the money?		Global Citizenship: Respect for Others Identity and Diversity (8 weeks) What are some of the benefits and challenges of having a diverse community? What are some things that define a culture? What effect does my background have on my life? How can I manage extremist views? Project Outcome : Present an assembly or create a podcast about "Fake News" – Link to Safer Internet Day Peace and Conflict (4 weeks) What effect does conflict have on the wider world? When has conflict led to positive change? Can conflict lead to social and political change?		Global Citizenship: Ecological Awareness Sustainable Development (8 weeks) Starting Point: Whole School Earth Day Celebration How are we dependent on the planet Earth? Whose responsibility is it to future proof our environment? What are the UN sustainable development goals? How is the world doing in meeting them? What do you think "We must be the change we want to see in the world" means? Globalisation and Interdependence (6 weeks) How are different places interdependent? How do actions in one place have consequences in another (e.g. deforestation)? What are the implications of this? What challenges does it create? What influences us and, in turn, what can we influence?	

<p>Project Outcome: Social Enterprise - Raise money for UNICEF</p> <p>Human Rights (5 weeks) Why do we need to respect and defend people’s Human Rights? Does anyone have a duty to protect my rights? Anyone else’s rights? How can we exercise human rights? Should we speak out when we feel something is wrong? ‘With rights comes responsibility’. What does this mean? What did we learn about Human Rights from learning about the Civil Rights Movement in the USA? Project Outcome: Anti Racism poster campaign</p>				<p>Project Outcome: Research and create an ethical consumer shopping guide</p>	
<p>Global Citizenship Links: International Day of Democracy International Day of Peace Black History Month – celebrating diversity Dyslexia awareness week</p>	<p>Global Citizenship Links: Universal Children’s Day Anti- Bullying Week Human Rights Day Remembrance Day Children in Need Road Safety Week World Philosophy Day</p>	<p>Global Citizenship Links: International Women’s Day International Mother Language Day Children’s Mental Health Week</p>	<p>Global Citizenship Links: Autism Awareness Day Comic Relief Fair Trade Fortnight Mothering Sunday</p>	<p>Global Citizenship Links: International Mother Earth Day World Bee Day Walk to school week National Children’s Gardening Week</p>	<p>Global Citizenship Links: BNF Healthy Eating Week World Environment Day World Oceans Day World Refugee Day Oxfam water week Recycle Awareness Week National School Grounds Week</p>
<p>P4C: We Shall Overcome civil rights anthem here: Is it ever right to disobey? Is violence ever justified? Also: Selma film trailer</p>	<p>P4C: Christmas ad: link to RE on the meaning of Christmas, significance of gifts, magic v miracle</p>	<p>P4C: Blob Tree image to identify emotions The Giving Tree: love, sacrifice, use of ‘natural’ resources</p>	<p>P4C: The Zoo – Anthony Browne: compare animal/human behaviour; zoos as prisons or preserves</p>	<p>P4C: If the World Were a Village: vividly shows key facts on our global village; provokes questions on ‘fair’ access to learning, earning, water, food...</p>	<p>P4C: Dove ad ‘Evolution’ (youtube: artificial beauty time lapse. Magritte or Dali painting: should art ‘make sense’?</p>
<p>Emotional Literacy: Self Awareness Emotional Literacy Booklet Autumn 1 Associated Skills</p> <ul style="list-style-type: none"> Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy 	<p>Emotional Literacy: Self Management Emotional Literacy Booklet Autumn 2 Associated Skills</p> <ul style="list-style-type: none"> Impulse control Stress management Self-discipline Self-motivation Goal setting Organisational skills 	<p>Emotional Literacy: Social Awareness Emotional Literacy Booklet Spring 1 Associated Skills</p> <ul style="list-style-type: none"> Understanding emotions Empathy/sympathy Appreciating diversity Respect for others 	<p>Emotional Literacy: Relationship Skills Emotional Literacy Booklet Spring 2 Associated Skills</p> <ul style="list-style-type: none"> Communication Social engagement Relationship building Teamwork <p>Contents</p>	<p>Emotional Literacy: Responsible Decision Making Emotional Literacy Booklet Summer 1 Associated Skills</p> <ul style="list-style-type: none"> Identifying problems Analysing solutions Solving problems Evaluating Reflecting 	<p>Emotional Literacy: Anti Bullying/ Transition SEAL – Say No to Bullying</p> <ul style="list-style-type: none"> I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying.

<p>Contents Introduction: The RULER Anchor Tools – What are emotions, mood meter, class charter, best self. Lesson 1: How am I feeling? - Optimistic Lesson 2: How am I feeling? - Apprehensive Lesson 3: How am I feeling? - Stressed Lesson 4: How am I feeling? – Balanced Lesson 5: Celebrating people in our lives Lesson 6: Self-efficacy and self confidence</p>	<ul style="list-style-type: none"> • Growth Mindset <p>Contents Lesson 1: How do you want to feel? Lesson 2: Listening and responding to emotions – dealing with feeling stressed and anxious Lesson 3: Tool Kit to regulate emotions – anxious Lesson 4: Tool Kit to regulate emotions – stressed about SATS Lesson 5: Screens and Sleep Lesson 6: Growth Mindset – Reflecting Lesson 6: Goal Setting</p>	<p>Contents Lesson 1: How do you want to feel? - Revisiting the class charter Lesson 2: Kindness Lesson 3: Empathy Lesson 4: The benefits of kindness Lesson 5: Solving a problem with the blueprint Lesson 6: Belonging and Community</p>	<p>Lesson 1: Difference a barrier to friendship Lesson 2: Conflict Resolution and revisiting anger Lesson 3: Working in a group Lesson 4: Peer pressure</p>	<ul style="list-style-type: none"> • Ethical responsibility <p>Contents Lesson 1: Identifying Problems Lesson 2: Identifying Solutions Lesson 3: Analysing solutions Lesson 4: Risk taking Lesson 5: Ethical Decision Making Lesson 6: Taking Action Lesson 7: Evaluating and Reflecting</p>	<ul style="list-style-type: none"> • I can explain some of the ways in which one person (or group of people) can have power over another. • I know some of the reasons why people use bullying behaviours. • I know some ways to encourage children who use bullying behaviours to make other choices. • I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one
<p>Personal Safety:</p> <ul style="list-style-type: none"> • Consent/ PANTS • Being safe in the classroom/ school environment • What to do when the fire alarm sounds • Self Harm and Mental Health 	<p>Personal Safety:</p> <ul style="list-style-type: none"> • Firework safety • Fire Safety • Road Safety Be Safe Be Seen 	<p>Personal Safety:</p> <ul style="list-style-type: none"> • Dog Safety • Stranger Danger • Drug, Alcohol and tobacco (See PSHE/RSE) • Review Consent/PANTS 	<p>Personal Safety:</p> <ul style="list-style-type: none"> • Staying Safe at Home • First Aid • Domestic Violence 	<p>Personal Safety:</p> <ul style="list-style-type: none"> • Road Safety- Green Cross Code • Who keeps us safe • Keeping Safe and Managing Risk (See PSHE/RSE) • FGM (See PSHE/RSE) 	<p>Personal Safety:</p> <ul style="list-style-type: none"> • Water safety • Staying Safe in the Sun • Cycle and Scooter Safety – Bikeability Course
<p>Enrichment Opportunities: Tate Modern – P is for Position or Banksy street art walk PGL-Residential 3 Discovery Workshop</p>	<p>Enrichment Opportunities: Ragged School Charles Dickens Museum – Christmas Carol National Archives – Black Victorians (online) Royal Courts of Justice – Victorian Children on Trial House of Illustration Old Vic – A Christmas Carol (evening)</p>	<p>Enrichment Opportunities: Cutty Sark- Global Trade London Port Authority – Trade workshop Young Voices TGC – Tree Eye-d</p>	<p>Enrichment Opportunities: V and A</p>	<p>Enrichment Opportunities: London Zoo – Evolution workshop British Museum – AD900 Courtauld Gallery- Art, Portraits and Identity Or Tate Modern</p>	<p>Enrichment Opportunities: LSO KS2 Concert National Gallery Ben Kinsella Exhibition Chessington</p>
<p>School, Family and Community Events: International Evening Class Tea Party</p>	<p>School, Family and Community Events: Interfaith Week Children in Need</p>	<p>School, Family and Community Events: Museum week</p>	<p>School, Family and Community Events: Comic Relief Spring Concert</p>	<p>School, Family and Community Events: World Earth Day</p>	<p>School, Family and Community Events: National Field Work week Summer Picnic</p>

Class led workshop – mental health and wellbeing Art Exhibition	Community Carol Concert Christmas Fair	Class led workshop – safer internet day Moreland’s Got Talent	Science Fair World Book Day	Learning Outside the Classroom Day Sports Day Eid Disco	Year 6 Show Prom
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