Year 6 **Curriculum Content Map** **Holbrook Primary**

Coventry Experience promise	Out of school trips	Focus Days	Learning Themes	Science Themes
To take part in a Residential Experience: To Participate in adventure activities To Experience & strive to overcome personal challenge: Dol Y Moch and Coventry Outdoors Use Tools & Materials in creative projects: Car project To perform in, and experience a broad range of cultural events: Macbeth performance Engage with important architectural, religious, historic, buildings and locations including museums, archives, and galleries: WW2 - cathedral To make a contribution to the local, regional, national and international community: Fund raising for disasters To participate in and understand the world of work, industry, commerce and finance. Fund raising for disasters Cars project To have the opportunity to encounter and care for the natural environment Disasters and earthquakes To understand and actively engage with sustainable development initiatives Disasters and earthquakes	• Coventry Cathedral • Transport museum • Dol y moch • Alternative must be in countryside	• Anti bullying Day • World Book Day • Internet safety week	• South America • Cars Friend or Foe? • Earthquakes • Coventry Blitz including the Battle of Britain	1. Evolution and inheritance 2. Electricity 3. Light 4. Animals including humans 5. Living things and their habitats

<table>
<tr><th colspan="2">Carnival (South America) (Spring 2)</th></tr>
<tr><td colspan="2"><u>Geography</u>
-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
-understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (north Wales), a and a region within North or South America
-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
-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
-use the eight points of a compass, four and six-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
-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.</td></tr>
<tr><td><u>History (non-stat)</u>
Develop skills through the context of any aspect of South American history</td><td><u>Art</u>
<u>Focus:</u> Drawing, Painting, Collage, Textiles (link to South American Art)
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Pupils should be taught:
-to create sketch books to record their observations and use them to review and revisit ideas
-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
-about great artists, architects and designers in history</td></tr>
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Science

Evolution and inheritance

Pupils should be taught to:

- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Living things and habitats

Pupils should be taught to:

- 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
- give reasons for classifying plants and animals based on specific characteristics.

Music

Focus: Music in South America

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from **different traditions** and from great composers and musicians
- develop an understanding of the history of music.

Design Technology

Focus: Textiles (link to a product –consider purpose)

When designing and making, pupils should be taught to:

Design

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

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

investigate and analyse a range of existing products

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]

- apply their understanding of computing to program, monitor and control their products.

Cars: Friend or Foe? (Spring 1)

Design Technology

Focus: Electrics, Mechanics and Computing

When designing and making, pupils should be taught to:

Design

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

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- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
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- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Science

Electricity (Link to product in Design Technology)

Pupils should be taught to:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- 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
- use recognised symbols when representing a simple circuit in a diagram.

Geography

Link to Fragile Planet-Eco angle. This is not actually part of the national curriculum but a very valid addition to our curriculum.

History

1. Local History study (Coventry and transport)
2. Study of an aspect or theme through time (development in cars and technology)

Link the above in with developing skills in enquiry, interpretation and chronology at the appropriate level.

<table>
<tr><th colspan="2">Fragile Earth (Autumn 1)</th></tr>
<tr><td><u>Geography</u>
-locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, countries, and major cities
-identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
-describe and understand key aspects of:
-physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Use maps, atlases and globes and digital computer mapping to locate countries and describe features studied
understand geographical similarities and differences through the study of human and physical geography of the regions studied
FOCUS ON: natural disasters, climate change, rising sea levels, waste, pollution</td><td><u>Art</u>
<u>Focus:</u> Drawing, Painting, sculpture (recycled materials)
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Pupils should be taught:
-to create sketch books to record their observations and use them to review and revisit ideas
-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
-about great artists, architects and designers in history</td></tr>
<tr><td><u>Design Technology</u>
<u>Focus: Construction (Making a eco-container e,g, water butt system, recycler sorter, composter)</u>
When designing and making, pupils should be taught to:
<u>Design</u>
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
generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
<u>Make</u>
select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
<u>Evaluate</u></td><td><u>Music</u>
<u>Focus:</u> Composition (messages in Music)
Pupils should be taught to:
▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
▪ improvise and compose music for a range of purposes using the inter-related dimensions of music
▪ listen with attention to detail and recall sounds with increasing aural memory
▪ use and understand staff and other musical notations
▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
▪ develop an understanding of the history of music.</td></tr>
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investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** - apply their understanding of how to strengthen, stiffen and reinforce more complex structures - understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]	

<table>
<tr><td colspan="2">Black Out! Coventry Blitz including the Battle of Britain (Autumn 2)</td></tr>
<tr><td><u>History</u>
A local history study
-a depth study linked to one of the British areas of study listed above
-a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
-a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
-a significant turning point in British history, for example the Battle of Britain</td><td><u>Geography</u>
-name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</td></tr>
<tr><td><u>Music</u>
<u>Focus: Wartime Music</u>
Pupils should be taught to:
▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
▪ improvise and compose music for a range of purposes using the inter-related dimensions of music
▪ listen with attention to detail and recall sounds with increasing aural memory
▪ use and understand staff and other musical notations
▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
▪ Develop an understanding of the history of music.</td><td><u>Art</u>
<u>Focus</u>: Drawing, Painting, Henry Moore and Ernest Boye Uden (Herbert)
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Pupils should be taught:
-to create sketch books to record their observations and use them to review and revisit ideas
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-about great artists, architects and designers in history</td></tr>
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Science

Evolution and inheritance

Pupils should be taught to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Light

- recognise that light appears to travel in straight lines
- 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
- 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
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Animals including humans

Pupils should be taught to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
-

Extra Design Technology if desired

Focus: Cooking and Nutrition (main meals)

understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

When designing and making, pupils should be taught to:

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Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties

and aesthetic qualities

Evaluate

investigate and analyse a range of existing products

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the world

Physical Education

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Indoor Athletics	Tag rugby	Circuits and Fitness	Rounders	Rounders	Athletics
Dance	Football	Dance	Basketball	Gymnastics	Rounders

Computing

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- 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

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Computer networks Planning the creation of a mobile app	**Computational thinking** Developing project management skills	**Productivity** Researching the App market	**Communication/collaboration** Designing an interface for an app	**Programming** Developing a simple mobile app	**Creativity** Creating a vide and web copy
Religious Education					
Buddhism	Faith and Beauty of religion through art	Rites of passage	Easter	Special people of faith	
PSHE (non statutory however essential)					
Taking Responsibility	Keeping safe	Healthy Lifestyles	Growing and Changing	Making Choices	Feelings and Relationships

Languages(following Rigolo scheme)

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly

describe people, places, things and actions orally* and in writing

Year 6 **Curriculum Content Map** **Holbrook Primary**

Le Weekend Activities Asking an telling wat you can and cannot do Likes and dislikes	Les Vetements Clothing Opinions on clothes Prices	Ma Journee Talking about routines Times and a typical day	Les Transport Forms of transport How to get there Buying tickets	Le Sport Talk about a sport, a sporting event Give opinions and preferences	On va faire la fete Revision and developing conversation skills taught

Music taught weekly by visiting Teacher Dave Barrett from Foxford secondary. Whole class performance group.

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
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- develop an understanding of the history of music.