

# Highfield Primary School

## Curriculum Planning:

### Topics & mapping 2018-19

#### Topics:

**Autumn** – Step Back in Time

**Spring** – Active Planet

**Summer** – Sensational Sculpture

Year: 6

British Values

2018-19						
Autumn term Step Back in Time		Spring term Active Planet		Summer term Sensational Sculpture		
1		2		1	2	
Cor	Rose Blanche <b>Individual Liberty</b>	Birthday Boy (film clip)	Alma (film clip) Macbeth	Shackleton's Journey <b>Mutual Respect</b>	Kensuke's Kingdom <b>Tolerance</b>	Poetry – The Road Not Taken, Robert Frost
Science	<b>Evolution and Inheritance (incl Mary Anning)</b> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	<b>Evolution and Inheritance (incl Wallace and Darwin)</b> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	<b>Electricity</b> 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 <i>British inventions/inventors - Electric motor: Michael Faraday, 1821</i>	<b>Light</b> Understand 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, and to predict the size of shadows when the position of the light source changes. <i>British inventions/inventors - Light Bulb: Joseph Swan, 1880 Catseye: Percy Shaw, 1933</i>	<b>All Living Things</b> 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.	<b>Animals (including humans)</b> Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.
Hist/Geog	<b>H</b> Develop chronological understanding: timelines Place features of historical events and people from the past in an appropriate chronological framework <b>H World War II</b> (including the Battle of Britain 1940 (sig, turning point in British history) & effect on local area History Day <b>Individual Liberty</b>	<b>H World War II</b> (including the Battle of Britain 1940 (sig, turning point in British history) & effect on local area <b>Individual Liberty</b>	<b>G Human &amp; Physical</b> – Rivers & mountains – incl. local fieldwork River Lea/New River & contrasting river study	<b>G Human &amp; Physical</b> – Rivers & mountains – incl. local fieldwork River Lea/New River & contrasting river study <b>Review – Countries and capitals</b>	<b>H Contrasting non-European society</b> Mayan Civilisation c.AD900 or Benin AD 900-1300	<b>H C ontrasting non-European society</b> Mayan Civilisation c.AD900 or Benin AD 900-1300 <b>G The Prime/Greenwich Meridian &amp; time zones</b>
RE/MS	Rosh Hashanah & Yom Kippur	A1 Shabbat and the Jewish Home	B1 The Hajj	B2 Lent and Easter	The Hindu Community and the Mandir Visiting a place of worship	The Hindu Community and the Mandir Visiting a place of worship <b>BV – Tolerance and acceptance of the beliefs of others.</b> <i>Comparing faiths.</i>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art &amp; Design</p>	<p><b>Each term:</b>          Use sketch books to record their observations          Improve mastery of drawing, painting and sculpture techniques with a range of materials          Learn about great artists, architects and designers in history.  <i>WW2 Art and Propaganda, Lowry</i></p>	<p><i>Create own fossils</i></p>			<p>Improve mastery of drawing, painting and <b>sculpture</b> techniques</p>	<p>Design, construct &amp; evaluate props &amp; costumes for end of year production</p>
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Autumn term Step Back in Time		Spring term Active Planet		Summer term Sensational Sculpture		
1		2		1		
2		1		2		
D & T	<b>Each term:</b> Design, make, evaluate + technical knowledge <i>Create an Underground Shelter to survive the blitz</i>		Understand and use electrical systems in their products - Explore an amateur British design classic – <i>eg the Anglepoise lamp e.g. Make a lamp</i>		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Cooking & nutrition – baking bread	Design, construct & evaluate props & costumes for end of year production
PE	<b>1) Gym (LC)</b> <i>Counter balance/tension</i> <b>2) Net/wall (PS)</b> <i>Develop individual shots</i> Tennis	<b>1) Dance (PS)</b> <b>2) Invasion games</b> <i>Attacking and defending</i>  Football/Netball	<b>1) Gym (PS)</b> <i>Matching and mirroring</i> <b>2) Invasion games</b> <i>Tactics</i>  Netball/Rugby	<b>1) Dance (PS)</b> <b>2) Invasion games</b> <i>Teamwork and formations</i> BV – <i>The rule of law – ‘Rules of the game’</i> Hockey	<b>1) Athletics (LC)</b> <b>2) Striking and fielding (PS)</b>  Cricket/Rounders	<b>1) Outdoor ed (LC)</b> <b>2) Athletics (PS)</b> Climbing Wall/Orienteering
ICT/Computing	Programming: Developing a simple educational game  E-safety (thinkuknow.com) BV – <i>Individual Liberties- Rights and responsibilities</i>	Programming: Prototyping an interactive toy	E-safety (thinkuknow.com) BV – <i>Individual Liberties- Rights and responsibilities</i> Use sequence, selection & repetition in programs: Explore geometric and Islamic art using vector & turtle graphics	Understand and use internet, search technologies and select software safely: Cracking Codes	Understand and use internet, search technologies and select software safely: Creating a website about cyber safety E-safety (thinkuknow.com) BV – <i>Individual Liberties- Rights and responsibilities</i>	Communication & Collaboration: Sharing experiences & opinions; Blogging and ‘Bye Highfield
Music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <i>Songs that won the war ‘The Battle of Britain’</i>	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Use and understand staff and other musical notations	Develop an understanding of the history of music. <i>Shackleton CD</i>	Listen with attention to detail and recall sounds with increasing aural memory	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression – <b>Y6 performance</b>
PSHE	E-safety <i>Be Proud of Who You Are Week/BV</i> Celebrating achievements Making future plans Resilience and perseverance Different viewpoints	Managing overwhelming feelings Accepting our part in a conflict Assertiveness Communication in relationships (including online safety) BV – <i>Individual Liberties. Rights and responsibilities</i>	Review e-safety YEP – Gangs & Staying Safe Road Safety & Stranger  Puberty & reproduction Understanding relationships Conception & Pregnancy Health services Healthy families and nutrition	Drug education VSA, Getting help and First Aid Help, advice and support Managing stress: my leisure time	Review e-safety Helping others - at home, at school and in the community Housing Local and global communities Inequalities	Effects of economic choices Debt and risk Enterprise Responsibilities at secondary school Safer journeys Changes & Transition to Secondary School BV <i>Individual Liberty/The Rule of Law - Junior Citizenship</i> Celebrating Differences & Tackling Homophobia
MFL	Vive le sport! (Our sporting lives)	<i>Optional (Linguascope) colours</i> The Face	Where I live The time	<i>Optional (Linguascope)</i> In the classroom	Quel temps fait-il? (What's the weather like?) Weather in different habitats	Le Carnaval des animaux (Carnival of the Animals) Exploring and describing favourite jungle animals & sea creatures Celebrations – Bastille Day

Trips	WW2 Cabinet War Rooms	Natural History Museum - Evolution	New River/River Lea – local geographical survey	Woodcroft Wildspace	Place of worship visit: the Mandir	Year 6 Residential Junior Citizenship Kidzania
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