

Highfield Primary School

Curriculum Planning:

Topics & mapping
2019-20

Topics:

Autumn – The Circle of Life

Spring – Secret Spaces and Curious Collections

Summer – Bright Lights, Big City

British Values

Year: 6

2019-20						
Autumn term The Circle of Life		Spring term Secret Spaces and Curious Collections		Summer term Bright Lights, Big City		
1		2		1		
2		1		2		
Core Text	Macbeth Orangutans (advertisement)	Shackleton's Journey <i>STEM investigating how mixtures might be separated, including through filtering, sieving and evaporating to make drinking water</i> Harriet Tubman poetry Mutual Respect	Rose Blanche Individual Liberty	Alma (film clip)	Kensuke's Kingdom Tolerance	Poetry – The Road Not Taken, Robert Frost
Science	Evolution and Inheritance (incl Mary Anning) Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Evolution and Inheritance (incl Wallace and Darwin) 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	All Living Things 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.	Animals (including humans) 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.	Electricity 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>	Light 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>
Hist / Geog	G Human & Physical – Rivers & mountains – incl. local fieldwork River Lea/New River & contrasting river study 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	G Human & Physical – Rivers & mountains – incl. local fieldwork River Lea/New River & contrasting river study Review – Countries and capitals	H Develop chronological understanding: timelines Place features of historical events and people from the past in an appropriate chronological framework H World War II (including the Battle of Britain 1940 (sig, turning point in British history) & effect on local area Individual Liberty	H World War II (including the Battle of Britain 1940 (sig, turning point in British history) & effect on local area Individual Liberty	H Contrasting non-European society Mayan Civilisation c.AD900 or Benin AD 900-1300 <i>Shoguns, Samurai and the Japanese Middle Ages</i>	H Contrasting non-European society Mayan Civilisation c.AD900 or Benin AD 900-1300 <i>Shoguns, Samurai and the Japanese Middle Ages</i> G The Prime/Greenwich Meridian & time zones

RE/SMSC	What is the Significance of the Festivals of Rosh Hashanah & Yom Kippur for Jewish people?	How do Shabbat Practices Link to Jewish Beliefs and Teachings?	Why do People Make Pilgrimages and Why is the Hajj Important to Muslims?	Why is the period of Lent, Holy Week and the Celebration of Easter of Significant for Christians?	What is the Significance of the Mandir for the Hindu Community in England?	<p>Visit a place of worship – How does the Mandir reflect Hindu beliefs?</p> <p>BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</p>
Art & Design	Artist: William Morris, over print to create different patterns for textiles/wallpaper, use e-resources		Art as propaganda. Artist: Lowry. Use different tools and specific techniques to create art		Artist: Lichtenstein and pop art, <i>compare with Japanese manga</i> Use e-resources to create art	Design, construct & evaluate props & costumes for end of year production

Autumn term The Circle of Life		Spring term Secret Spaces and Curious Collections		Summer term Bright Lights, Big City		
1		2		1		
2		1		2		
D & T		Program and control an interactive toy. Program, make & evaluate a key ring using the 3D printer		Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Cooking & nutrition – baking bread – yeast/micro-organisms. <i>Link to Digging for Victory</i>		Use mechanical and electrical systems in a product.
PE	1) Gym (LC) <i>Counter balance/tension</i> 2) Net/wall (PS) <i>Develop individual shots</i> Tennis	1) Dance (PS) 2) Invasion games <i>Attacking and defending</i> Football/Netball	1) Gym (PS) <i>Matching and mirroring</i> 2) Invasion games <i>Tactics</i> Netball/Rugby	1) Dance (PS) 2) Invasion games <i>Teamwork and formations</i> <i>BV – The rule of law – ‘Rules of the game’</i> Hockey	1) Athletics (LC) 2) Striking and fielding (PS) Cricket/Rounders	1) Outdoor ed (LC) 2) Athletics (PS) Climbing Wall/Orienteering
ICT/Computing	Programming: Developing a simple educational game <u>E-safety:</u> Apps and data collection? What are the dangers of using popular apps? Who do you contact with a concern? <u>STEM:</u> What are the everyday uses? <u>Programming Focus:</u> Developing APP <u>Program:</u> MIT App Inventor Working with Computing lead E-safety (thinkuknow.com) <i>BV – Individual Liberties- Rights and responsibilities</i>	Programming/Debugging: Prototyping an interactive toy <u>ESafety:</u> What is a patent? <u>STEM:</u> What are some of the applications of 3D printers? (skull replacement) <u>PHSE:</u> What problems are there with 3D printers? (3D plans for guns/ unregulated) <u>Focus:</u> Programming to create a product using a 3D printer program Cross Curricular: DT modelling	Data and Graphing <u>E-safety:</u> data protections How do you keep safe? What can people learn about you? <u>STEM:</u> What is data used for? How does it effect you? <u>Focus:</u> data – using Excel <u>Program:</u> Excel E-safety (thinkuknow.com) <i>BV – Individual Liberties- Rights and responsibilities</i>			Understand Computer Networks: <u>E-safety:</u> Problems with uploading home videos to the internet. <u>PHSE:</u> Acceptable behaviour/ cyberbullying <u>Focus:</u> Communication & Collaboration Sharing experiences & opinions; Blogging and ‘Bye Highfield’ <u>Program:</u> J2bloggy or 2blog Purple Mash
Music	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Use and understand staff and other musical notations <i>Songs that won the war</i> <i>‘The Battle of Britain’</i>	Develop an understanding of the history of music.	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 – Y6 performance
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) <i>BV – Individual Liberties. Rights and responsibilities</i>	Review e-safety YEP – Gangs & Staying Safe Road Safety & Stranger Celebrating Differences & Tackling Homophobia	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 Puberty & reproduction Understanding relationships Conception & Pregnancy Health services Healthy families and nutrition

MFL	Vive le sport! (Our sporting lives)	The Face	Where I live The time	In the classroom	Quel temps fait-il? (What's the weather like?) Weather in different habitats	Le Carnaval des animaux (Carnival of the Animals) Celebrations – Bastille Day
Enrichment	Natural History Museum - Evolution	New River/River Lea – local geographical survey	WW2 Cabinet War Rooms	History Day	Place of worship visit: the Mandir Woodcroft Wildspace	Year 6 Residential Junior Citizenship