

Highfield Primary School

Curriculum Planning:

Topics & mapping 2020-21

Topics:

Autumn – A Kaleidoscope of Colours

Spring – Windows and Doors

Summer – Marvellous Movies

British Values

Year: 6

2020-21						
Autumn term A Kaleidoscope of Colours		Spring term Windows and Doors		Summer term Marvellous Movies		
1		2		1	2	
Core Text	Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay Shackleton's Journey	Kensuke's Kingdom Orangutans (advertising) Zoo <i>STEM</i>	A Midsummer Night's Dream The Island <i>Mutual Respect & Tolerance</i>	Rose Blanche Benjamin Zephaniah – The British Lord Kitchener – London is the Place for Me Windrush Diaries <i>Individual Liberty</i> <i>Mutual Respect & Tolerance</i>	Alma (film clip) The Listeners, Walter-de-la Mare	Poetry –transition Skellig
	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	<p>G Mountains and rivers– incl. local fieldwork River Lea/New River & contrasting river study.</p> <p>Briefly review the position and significance of latitude, longitude, the Equator, the northern and southern hemispheres, the Tropics of Cancer and Capricorn and the Arctic and Antarctic Circle</p> <p>Review mountain formation & composition of the Earth.</p> <p>Mountains: formation, climate, location – ranges: UK mountainous regions – Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales.</p> <p>Worldwide ranges – including the Himalayas, famous mountains – the 7 summits. Famous mountaineers – Tenzing Norgay and Sir Edmund Hilary (Hilary & team practised on Snowdon)</p> <p>Famous rivers of the world including the Indus, Ganges, Yangtze, Brahmaputra, Mekong, Irrawaddy River, and Yellow River which have their sources in the Himalayas. Glacial retreat.</p> <p>RGS – Rivers fieldwork.</p>	<p>G Compare 3 contrasting regions:</p> <p>Mediterranean, Amazon basin,(or California) and London</p> <p>Using key themes of:</p> <p>Land use and natural resources (sustainability and climate change)</p> <p>Tourism and migration (ethical questions, values and attitudes).</p> <p>Greta Thunberg & the School Strike movement</p> <p>Include geographical data.</p>	<p>H London through time</p> <p>Place features of historical events and people from the past in an appropriate chronological framework</p> <p>Tudor London, Shakespeare’s globe</p> <p>17th Century (re-visit Pepys, plague, fire and rebuilding London)</p> <p>London & the world: How has London linked with civilisations throughout the world? (trade, culture, migration, language, religion)</p> <p>Black and British – John Blanke – Henry VIII’s trumpeter - in the past were British people more respectful and progressive towards foreigners than they are today? Post WW1 and the 1919 race riots.</p> <p>Individual Liberty</p>	<p>H London in World War II (including the Battle of Britain 1940 -sig, turning point in British history) & effect on local area.</p> <p>Diverse communities involved in war.</p> <p>Rebuilding London and re-visit the Windrush generation, settlement in London, Race Relations Acts up to the present day, justice & rights, discrimination, David Pitt & Diane Abbott.</p> <p>Individual Liberty</p>		<p>H Mayan Civilisation c.AD900</p> <p>Ancient civilisations in the Americas. Mayan civilisation.</p> <p>How did land and climate shape cultures? How did cultures shape the land?</p>
RE/SMSC	<p>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.</p>	<p>What is the Significance of the Mandir for the Hindu Community in England?</p> <p>BV – Tolerance and acceptance of the beliefs of others.</p> <p>Comparing faiths.</p>	<p>How does the Mandir reflect Hindu beliefs?</p>	<p>Why is the period of Lent, Holy Week and the Celebration of Easter of Significance for Christians?</p>		<p>Why do people make pilgrimages and Why is the Hajj Important to Muslims?</p>
Art & Design	<p>Artists: William Morris and Hokusai. Explore commercialisation of famous art works and use for everyday textiles and objects – tea towels socks etc. Create own t-shirt bag design incorporating famous designs.</p>		<p>Art through time used as propaganda.</p> <p>Debate public sculpture.</p> <p>Use different tools and specific techniques to create art</p>		<p>Artist: Lichtenstein and pop art. Advertising, comic books and mass-produced cultural objects. Use e-resources and overprint to create art.</p>	<p>Design, construct & evaluate props & costumes for end of year production</p>

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1		2		1		
2		1		2		
D & T	Use market research to inform plans and ideas. Design , make and evaluate a t-shirt bag incorporating famous designs.	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>		Prop design: Use mechanical and electrical systems in a product. Test and evaluate own products.
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> BV – The rule of law – ‘Rules of the game’ 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) BV – Individual Liberties- Rights and responsibilities	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? <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) BV – Individual Liberties- Rights and responsibilities	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; <u>Blogging</u> 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 <i>Songs that won the war</i> <i>‘The Battle of Britain’</i>	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 Be Proud of Who You Are Week/BV 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 – Individual Liberties. Rights and responsibilities	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
Enric hmc	New River/River Lea – local geographical survey			History Day	Woodcroft Wildspace	Year 6 Residential Junior Citizenship