

<p>Highfield Primary School</p> <p>Curriculum Planning:</p> <p>Topics & mapping</p> <p>2023/24</p>	<p><u>Topics</u></p> <p>Autumn – Little People, Big Dreams</p> <p>Spring – Express Yourself!</p> <p>Summer – Vive La France</p> <p style="color: purple;">British Values</p>	<p>Year: 6</p>
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2023_24						
Autumn term		Spring term		Summer term		
Little People, Big Dreams		Express Yourself!		Vive La France		
Events	<ul style="list-style-type: none"> ● Be Proud Week (5th-9th September) ● Show Racism the Red Card (29th September) ● World Homeless Day- (10th October) ● Aspirations Week (16th- 20th October) Creative Writing Week (w/c 16th October) ● Remembrance Day (10th November) ● Christmas Jumper Day and concert (8th December) 		<ul style="list-style-type: none"> ● Creative Arts Week (8th-12th January) ● Safer Internet Day (6th February) ● Red Nose Day (17th March) ● Creative Maths Day (27th March) ● Creative Writing Week(w/c 5th February) 		<ul style="list-style-type: none"> ● STEM week (20th-24th May) ● Ocean Day - (7th June) ● Sports Day- (25th and 27th June) ● Bastille Day (12th July) 	
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Content	Rang-Tan (Advertisement) Shackleton’s Journey (Fiction)	The Island (Fiction) <i>Mutual Respect & Tolerance</i> Shakespeare- Macbeth (Play)	Alma (Film clip) Zoo (Fiction) <i>The Listeners</i> , Walter-de-la Mare (Poetry)	Rose Blanche (Fiction) My Life in the Blitz (Non-fiction) Windrush Diary extracts (Non-fiction). Windrush Child (Fiction) Benjamin Zephaniah <i>Individual Liberty</i> <i>Mutual Respect & Tolerance</i> Lord Kitchener – <i>London is the Place for Me</i> (Song)	Mandy Coe- Extinct (Poem) Skellig (Fiction)	Poetry –transition Robert Frost <i>The Road Not Taken</i> <i>Artemis Fowl by Eoin Colfer</i>

<p>S c i e n c e</p>	<p>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</p> <p>Research/Comparative & Fair Testing - Research into palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution. Research into proof of evolution</p> <p>Significant Figure: - Mary Anning</p> <p>Moth by Isabel Thomas</p>	<p>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.</p> <p>Significant Figures: - Charles Darwin - Alfred Wallace</p> <p>One smart first by Christopher Wormell</p>	<p>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.</p> <p>Identifying, classifying and grouping - Use classification systems and keys to identify some animals and plants in the immediate environment.</p> <p>Significant Figure: - Carl Linnaeus (Botanist & Zoologist who developed a taxonomy for classifying organisms)</p> <p>Beetle Boy by M G Leonard</p>	<p>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.</p> <p>Observation Over Time - How does your pulse rate change after exercise?</p> <p>Significant Figure: - Richard Doll (Doctor who proved the link between lung cancer and smoking)</p>	<p>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</i></p> <p>Comparative & Fair Testing - Does the number of cells affect the brightness of a bulb in the circuit?</p> <p>Significant Figures: - Mildred S Dresselhaus (Materials Scientist whose research led to the development of the rechargeable batteries in all modern electronic equipment) - Michael Faraday</p> <p>Goodnight Mr Tom by Michelle Magorian</p> <p><i>Review/retrieval:</i> What is the difference between simple, parallel and series circuits? What impact do switches have? What is the difference between conductors and insulators? (Y4) How can levers, pulleys and gears be supported by electrical motors? (Y5)</p>	<p>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, Percy Shaw, 1933</i></p> <p>Pattern Seeking - Investigating the size of shadows based on distance from the light source.</p> <p>Significant Figure: - Euclid (Mathematician who predicted that light travels in straight lines and we only see things that light falls on)</p>
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<p>H i s t o r y / G e o g r a p h y</p>	<p>G Polar Regions Focus on the polar climate. Research the Arctic (people live) and Antarctic (people don't live) Wildlife, fishing, sustainable development. How people live in the Arctic. Environmental issues- climate change. Antarctic – revisit climate issues – effects of climate change on Antarctica. Use and develop knowledge from oceans. Polar and sub-polar regions. Eco-systems in the polar regions.</p> <p>Big Question: How do people live in polar climates?</p> <p>Key Geographer – Sir Ernest Shackleton</p>	<p>H Mayan Civilisation c.AD900 How did land and climate shape cultures? Ancient civilisations in the Americas. Mayan civilization. How did cultures shape the land?</p> <p>Big Question: What impact has the Mayan civilisation had on the modern world?</p>	<p>H London through time <u>1) Seventeenth century London</u> (a) Revisit Samuel Pepys on plague and fire(b) How was London connected with Africa and Asia in the 17th century? (c) Early colonialism <i>in this period</i>. How did London change during the 17th century?</p> <p><u>2) Eighteenth and nineteenth century London & the world:</u> How has London been linked with civilisations throughout the world? What connected London with the rest of the world in the 18th and 19th centuries?</p> <p>Big Question: How did London change during the 17th century?</p>	<p>H London in World War II and beyond. How did World War II impact our local community? London in WW2 (including the Battle of Britain 1940 -sig, turning point in British history) & effect on the local area.(Winchmore Hill, Palmers Green and Highfield Primary School).</p> <p><u>Late twentieth-century</u> migrations and decolonisation, including effects of global wars. Rebuilding London, re-visit the Windrush generation, settlement in London, Race Relations Acts up to the present day, justice & rights, discrimination, David Pitt & Diane Abbott. Late. How did migration change London in the 20th Century? <i>Individual Liberty</i></p> <p>Big Question: How did migration change London in the 20th century?</p>		<p>G Compare 3 contrasting regions: Mediterranean, Amazon basin,(or California) and London Using key themes of: Land use and natural resources (sustainability and climate change) Tourism and migration (ethical questions, values and attitudes). Greta Thunberg & the School Strike movement Include geographical data.</p> <p>Big Question: How have people and place affected the settlements in London, the Mediterranean, and the Amazon?</p> <p>Key Geographer – Isabella Bird</p>
<p>R E / S M S C</p>	<p>Judaism- What is the Significance of the Festivals of Rosh Hashanah & Yom Kippur for Jewish people?</p>	<p>Hinduism- What is the Significance of the Mandir for the Hindu Community in England?</p>	<p>Hinduism-How does the Mandir reflect Hindu beliefs?</p> <p><i>BV – Tolerance and acceptance of the beliefs of others. Comparing faiths.</i></p>	<p>Christianity-Why is the period of Lent, Holy Week and the Celebration of Easter of Significance for Christians?</p>	<p>Humanism- What do humanists believe and how do they think/behave?</p>	<p>Islam-Why do people make pilgrimages and Why is the Hajj Important to Muslims?</p>

A r & t D e s i g n	<p><u>Commercial Art</u></p> <p>Artists: William Morris and Hokusai.</p> <p>Children will explore commercialisation of famous art works and use for everyday textiles and objects . Children will create their own bag design incorporating famous designs.</p>		<p><u>War Art:</u></p> <p>Artist: Henry Moore</p> <p>Children will look at Art through time used as propaganda and use a range of techniques and materials to aid the creation of WW2 inspired posters. Children will look at the work of Henry Moore and create their own work inspired by his work.</p>		<p><u>Cityscapes</u></p> <p>Artists: Charles Fazzino and Leonid Afremov</p> <p>Children will explore pop art. They will explore the work of Charles Fazzino and how he creates his unique cityscapes. Children will create their own 3D pop art city and explore different techniques used in creating cityscapes before choosing the style they would like to create their own cityscape in.</p>	<p>Design, construct & evaluate props & costumes for Year 6 production.</p>
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D & T		3D Printing (CAD)- Program and control an interactive toy. Program, make & evaluate a key ring using the 3D printer. Use market research to form a design brief.		Cooking and Nutrition- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Baking bread – yeast/microorganisms. <i>Link to WW2.</i>		Prop design- Use mechanical and electrical systems in a product. Test and evaluate your own products.
PE	1-Gym <i>Counter balance/tension</i> 2-Net/wall <i>Develop game play</i> Tennis/sitting volleyball	1-Dance <i>Putting on a performance (Harry Potter)</i> 2-Invasion games <i>Attacking and defending</i> Netball	1-Gym <i>Matching and mirroring</i> 2-Invasion games <i>Tactics</i> Tag Rugby	1-Gymnastics <i>Flight</i> 2-Invasion games <i>Teamwork and formations</i> BV – The rule of law – ‘Rules of the game’ Hockey	1-Football 2-Striking and fielding <i>Cricket/Rounders</i> <i>Use tactics and identify what they need to improve</i>	1-OAA <i>Enfield scheme Y6</i> 2-Athletics <i>Set targets, improve performance – running jumping and throwing</i>
Co mp uti ng	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 affect you? <u>Focus:</u> data - using Excel <u>Program:</u> Excel	Physical computing Working with Stuart	Programming/Debugging <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> Code.org F	Programming/Debugging <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> Code.org F (Complete)	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	3D modelling <u>E-safety:</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 <u>Cross Curricular:</u> DT modelling
Mu sic	Happy- Play and perform in solo and ensemble contexts, using sign language. (Charanga)	Classroom Jazz- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Charanga)	<i>Songs that won the war ‘The Battle of Britain’.</i> Children will listen and appraise songs. They will evaluate lyrics, learn songs/chants and write their own compositions.	You’ve Got A Friend in Me- Children will learn to sing, play, improvise and compose with this song, children will listen and appraise other folk song. Lord Kitchener – <i>London is the Place for Me</i> (Song)	Y6 performance- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. International Day Song - To learn, sing and perform a traditional cultural song.	

PS HE	E-safety Be Proud of Who You Are Week/BV Anti-racism BV – Individual Liberties. Rights and responsibilities 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)	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 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
MF L	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 Opportunities	Natural History Museum		Museum of London or Walking Tour of London Place of worship: Temple	History Day- World War 2 WW2 War Memorial Visit		Residential Trip