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| **Dovedale Primary School YEAR 6 - CURRICULUM MAP 2019 to 2020** | | | | | | | | | | | | | |
| **SUBJECT** | **Autumn 1 Autumn 2** | | | | **Spring 1 Spring** | | | | **Summer 1 Summer 2** | | | | |
| **English Text** | **Rose Blanche** | **Hansel & Gretel** | **Anne Frank** | **Charles Dickens**  Image result for charles divckens | **William Shakespeare**  Image result for william shakespeare | **Story Like the Wind** | **Way Home**  See the source image | **Dreams of Freedom** | **The Ways of the Wolf** | **The Water Tower**  http://i.gr-assets.com/images/S/compressed.photo.goodreads.com/books/1347952655i/321171._UY630_SR1200,630_.jpg | **Tulip Touch**  Image result for tulip touch | | **Shackleton’s Journey** |
| **Writing Outcomes** | **Diary entry** | **Poetry /**  **Dual Narrative** | **Newspaper Report /**  **Diary entry** | **Biography /**  **1st Person Narrative** | **Newspaper Report /**  **Setting description** | **Dual Narrative** | **Newspaper Report /**  **Letters** | **Persuasion** | **Information Text /**  **Suspense Narrative** | **Narrative** | **Letters /**  **Diary entry** | | **Endurance narrative / Recount: Magazine article** |
| **Maths** | **Place value**  **Four operations**  **Coordinates, Translation and Reflection** | | **Fractions & Decimals**  **Area, Perimeter and Volume** | | **Decimals, Percentages, Algebra, Converting Measures** | | **Ratio, Statistics, Angles** | | **Revision & Problem Solving** | | **Maths-based DT projects**  **Investigations** | | |
| **Science** | **Animals including humans**  **Children develop learning from year 4 to learn about the circulatory system and how exercise, healthy lifestyle and drugs have an impact on the body**. | | **Electricity**  **Children develop learning from year 4 to learn about electricity in more depth. They will develop understanding of circuits and their components; how professionals would use universal symbols to communicate these circuits; and how circuits can be manipulated.** | | **Light**  **Children develop learning from year 3 to learn about more detailed components of light. They will explore how light travels; how shadows are formed and enquire about size; the effect of light being split (Refraction).** | | **Evolution and Inheritance Children develop learning from year 3 on rocks and begin to understand how and why animals (including themselves) have changed over the duration of millions of years.** | | **Living Things and their Habitats**  **Children develop learning from year 4 of animal classification and begin to use and understand the universal Linnaean system. They will devise their own classification systems to understand its importance.** | | | **Revision of gaps in knowledge**  **Children revisit previous topics to consolidate learning and enquire further if it has not been able to do so during the allocated time in the year.** | |
| **History** | ***How important is hierarchy for a civilization?***  **A study of an ancient civilization, their customs, culture and lasting influence to our society and how hierarchy impacted on how people survived.** | | ***Is justice influenced by wealth?***  **A study of the evolving justice system in Britain, dating from the Magna Carta through to the Victorian era and the consideration of how wealth can impact on a person’s outcome.** | | History skills – Revisiting general knowledge from prior learning  Comparing archeological evidence (Egypt / Roman / Viking etc.)  Local History – Romans in Chester / Viking settlements / Liverpool’s past etc.  Quizzes based on progression map topics (Great Fire of London, Anglo Saxons etc.)  Using timelines to place events that have been studied | | | | Local History study / map work and general knowledge from prior learning  Differentiating between Primary (made or written at the time) and Secondary sources (written after) and placing them in history  Maya Quizzes  Crime and Punishment Quizzes  Using timelines to compare relative distances in time | | | | |
| **Geography** | Geography skills – map work and general knowledge from prior learning  Reading hemispheres and naming the continents Lines of Longitude and Latitude (including equator)  Identifying countries in an Atlas  Capital cities of Europe / the world  OS Symbols and reading OS maps  Comparing land masses | | | | ***How diverse is the world’s overlooked continent?***  **A study of Australia: its climate, and the impact of climate change; its location by 6 figure grid reference; the diversity of natural features / bodies of water and land mass, including surrounding countries and islands; a comparison to the UK, a study of our local area, our school and main industries of import / export.** | | | | Geography skills – Local area and map skillsTerminology for: Bodies of water / Mountains  Read 4 and 6 figure Grid reference  UK Knowledge: (Rivers, Cities, Countries)  Finding information in an Atlas and reading maps  Contours Keys and Symbols on maps  Quizzes based on progression map topics (Amazon, Africa etc.) | | | | |
| **Art** | **Drawing Skills**  Chalk drawings- Focus on line, tone, pattern, texture, colour and shape& mood. Scale up drawings and experiment with lighting. Introduce perspective | | | | **Painting**  Response to the final poem in the book ‘Dreams of Freedom’. Use a wide range of techniques– use a photograph of themselves instead of the female character in the illustration and respond to the poem. Explain their choices/style. Use mixed media (inks/straws/spray bottles/pastels). | | | | **Photography**  Continue developing Drawing & painting skills  **Photography - composition of photography, capturing movement & stills on location. (local study)**  **Changing photography images using IPADS**  **Textiles - Print - carbon printing 2 or more colours—based on Liverpool landmarks & famous Liverpool faces (portraits) (local study)** | | | | |
| **DT** | **Food**  **Celebrating culture and seasonality**  **Design, make and evaluate a pizza for themselves.** | | | | **Mechanical Systems**  **Pulleys or gears**  **Design, make and evaluate a fairground ride for younger children.** | | | | **Textiles**  **Combining different fabric shapes**  **Design, make and evaluate a bag for a specific target audience.** | | | | |
| **Computing** | **Digital productivity**  **Phishing, e-safety** | | | | **Gaming & Programming** | | | | **Digital creativity** | | | | |
| **PSHE** | **Being Me in My World** | | **Celebrating Difference** | | **Healthy Me** | | **Dreams & Goals** | | **Relationships** | | **Changing Me** | | |
| **PE** | **Health and Fitness**  **(Inc. Sports Hall Athletics)** | | **Gymnastics** | | **Dance** | | **Competitive tactical sport (Emphasis on attack and defense)** | | **Competitive tactical sport (Emphasis on attack and defense)** | | **Athletics** | | |
| **RE** | ***How do Muslims show commitment to God?***  Revisit Prior Learning:  **Sikhism** | | ***How significant is it that Mary is Jesus’ mother?***  Revisit Prior Learning:  **Judaism** | | ***Is anything eternal?***  Revisit Prior Learning:  **Christianity** | | ***Is Christianity still a strong religion 2000 years after Jesus?***  Revisit Prior Learning:  **World religions** | | ***Does belief in Akhirah help Muslims lead good lives?***  Revisit Prior Learning:  **Hinduism** | | | | |
| **Music** | **Happy**  Compose and improvise a simple melody using simple rhythms | | **Classroom Jazz 2**  To improvise a Blues style | | **A new Year Carol**  Describe and learn about the structure of songs and rhythm | | **You’ve Got a Friend**  Compose and improvise a simple melody | | **Music & Me**  To talk about how they planned and wrote their composition | | **Reflect, Rewind & Replay**  Consolidation work | | |
| **Possible Enrichment**  **Opportunities** | **Black History Week**  **History Day – role play as a Maya** | | | | **Shakespeare workshop**  **Map work – Greenbank Park & Reynolds Park** | | | | **Visit to Penny Lane Mosque**  **Tribeca visit – food making and tasting**  **Classification work with leaves – Greenbank Park/ Sefton Park** | | | | |