
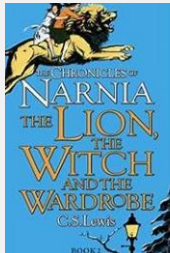
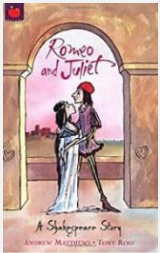
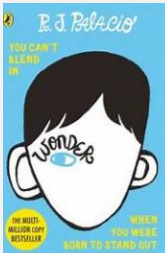
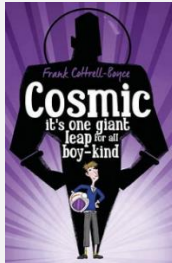


Long Term Curriculum Map

2023-2024 Year 6

| | Autumn Term | | Spring Term | | Summer Term | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic/theme of study: | Forests: Importance of forestry We will look into the importance of forest and key forests around the world | Local Study: Industrialisation/ the changing role of women We will learn about the key industries and how they have changed over the years. We will also tie this into the changing role of women in industry and tie this into suffrage. Class visit from archives to discuss industrialisation and the changing role of women | Monarchy: The Elizabethans We will learn about Elizabeth I and what life was like for her subjects Trip to Tullie House – Life in Tudor Carlisle | North America (focus mainly on the USA) We will learn the USA and the key human and geographical features of the states. | Fieldwork We will work in small groups to plan and complete tasks that will help us collect more data and information about Rockcliffe village and the surrounding areas Local litter pick with Parish council Rockcliffe data collection | Baghdad AD900 We will look at the Islamic Empire and its achievements. The children will compare London to Baghdad in the same era. |
| Key Texts | Street Child – Berlie Doherty  Genre – Historical fiction | The Lion, the Witch and the Wardrobe – C.S. Lewis  Genre - Fantasy | A Shakespearean Story: Romeo and Juliet by Andrew Matthews and Tony Ross  Genre – Shakespeare | Wonder – R.J. Palacio  Genre – 3 rd person narrative (inclusion) | No Ballet Shoes in Syria – Catherine Bruton  Genre - 3 rd person narrative (BAME/female protagonist) | Cosmic – Frank Cottrell-Boyce  Genre – Sci-fi |
| English | Fiction: Narrative description (expanded noun phrases, different sentence structure, DADWAVERS for openers) Non-Fiction: Non-chronological reports (appropriate historical research, genre features and appropriate vocabulary) Fictional diary recount (structure, cohesive devices to link paragraphs and sentences) Speaking and listening: Role play in preparation for the biography Reading: | Fiction: Narrative description (relative clauses, prepositional phrases, comparative language) Dual narrative (two character perspectives, dialogue) Non-Fiction: Persuasive speech in the fictional context (persuasive devices and language) Instruction text (appropriate features, layout and vocabulary choices) Speaking and listening: Deliver the persuasive speech Role play in pairs | Reading: VIPERS mainly used (text to be read fully first) (Move onto Wonder VIPERS afterwards) Fiction: Playscripts Story blurb Story openers with impact (comparative/contrasting conjunctions, precise vocabulary, humour, edit after presentation) Non-Fiction: Fictional agony aunt column (modal verbs) Poetry: Poetic monologue (modal verbs) | Reading: VIPERS mainly used (text to be read fully first) Fiction: Write a precept (thesaurus/dictionary use, antonyms and synonyms, create own word banks) Character description from different perspectives and over time Emotive speech (subjunctive form, emotive language) Flashback (tense changes) Non-Fiction: Letter written to a disliked peer Poetry: | Fiction: Setting description (DADWAVERS for openers, ellipsis) Non-Fiction: Informal letter to a friend (appropriate layout and language choices, feelings) Fictional character reference (formality, persuasive language, subjunctive form) Newspaper report (correct features and layout, direct and indirect speech, changes in formality) Poetry: 'We refugees' by Benjamin Zephaniah | Fiction: Narrative (dialogue that shows character and advances the action, colon before a list) Non-Fiction: Information text: itinerary (organisational and presentational devices) Persuasive formal letter (layout, precise language choices, persuasive devices) Speaking and listening: Dialogue Researching and planning the itinerary in pairs Reading: |

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| | <p>VIPERS mainly used</p> <p>Poetry: From a Railway Carriage by Robert Louis Stevenson (analysed for features, listen to Michael Rosen perform it and learn by heart)</p> | <p>Reading: VIPERS mainly used</p> <p>Poetry: Haikus based on forests or winter</p> | <p>Speaking and listening: Performing playscripts Rehearse and present story opener Poetic monologue to be delivered</p> | <p>Freeform poetry</p> <p>Speaking and listening: Recreate two chapters from the text followed by hot-seating</p> | <p>Write a poem inspired by 'We refugees' and Aya's story</p> <p>Speaking and listening: Listen to Michael Rosen perform Prepare and perform their poem for a poetry slam</p> <p>Reading: VIPERS mainly used</p> | <p>Compare Charlie and the Chocolate Factory and Cosmic VIPERS mainly used</p> <p>Poetry: Kennings</p> |
| <p>Maths White Rose Maths</p> | <p>Number: Addition, subtraction, multiplication and division</p> <p>Number: Fractions A</p> <p>Number: Fraction B</p> <p>Measurement: Converting units</p> | | <p>Number: Ratio</p> <p>Number: Algebra</p> <p>Number: Decimals</p> <p>Number: Fractions, decimals and percentages</p> <p>Measurement: Area, perimeter and volume</p> <p>Statistics</p> | | <p>Geometry: Shape</p> <p>Geometry: Position and direction</p> <p>SATS revision</p> <p>Themed projects, consolidation and problem-solving</p> | |
| <p>Science</p> | <p>Knowledge Area <u>Plants</u></p> <ul style="list-style-type: none"> recognise that living things (plants) produce offspring of the same kind but normally offspring vary and are not identical to their parents describe the life process of reproduction in some plants <p>Working scientifically <u>Observing over time</u> Grow from cuttings and observe whether they grow roots/stem/leaf/flower. Grow from, and harvest, bulbs or trees through the year. (Could be done in conjunction with KS1) Observe strawberry/spider plants through the year.</p> <p><u>Classifying</u> Classify plants into flowering, mosses, ferns and conifers, based on specific characteristics. Create a branching database/dichotomous key to classify a set of plants/trees</p> <p><u>Researching</u></p> | <p>Knowledge Area <u>Keeping Fit and Healthy</u></p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including the pulse and clotting). 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>Working scientifically <u>Observing over time</u> Observe pulse rates before, during and after exercise</p> <p><u>Pattern seeking</u> Children generate questions for investigation such as: <ul style="list-style-type: none"> Do older people have lower pulse rates? Do boys have higher pulse rates? </p> <p><u>Comparative/Fair testing</u></p> | <p>Knowledge Area <u>Electricity</u></p> <ul style="list-style-type: none"> 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 when representing a simple circuit in a diagram <p>Working scientifically <u>Comparative/Fair testing</u> Investigate the effect of adding more bulbs to a circuit. Investigate the effect of adding more cells to a circuit. Investigate the effect of adding more buzzers to a circuit. Investigate the effect of adding more motors to a circuit.</p> <p>Possible links to STEM Jobs linked to electricity Famous scientists (past and present) in the field of electricity</p> | <p>Knowledge Area <u>Properties of materials</u></p> <ul style="list-style-type: none"> compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating <p>Working scientifically <u>Classifying</u> Based on the children's own criteria:</p> | <p>Knowledge Area <u>Forces</u></p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effect of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p>Working scientifically <u>Comparative/fair testing</u> Create different plasticine shapes and investigate their water resistance in a fair test. Groups to investigate either: 1) air resistance and weight 2) air resistance and shape, or 3) air resistance and size. Children to collect and present their data in an array of scatter graphs or bar graphs.</p> | <p>Knowledge Area <u>Human reproduction</u></p> <ul style="list-style-type: none"> describe the life process of reproduction in humans describe the changes as humans develop to old age <p>Working scientifically <u>Researching</u> Develop questions to ask an expert e.g. a health visitor, doctor or nurse.</p> <p>Links to STEM Research jobs linked to reproduction</p> <p>Links to RE/PSHE to be interwoven with these lessons.</p> |

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| | <p>Research the characteristics of flowering plants, mosses, ferns and conifers Research how gardeners asexually reproduce plants.</p> <p>Possible links to STEM Other scientific careers linked to plants</p> | <p>Complete different activities to compare the impact on their own heart rate</p> <p><u>Researching</u> • Generate questions to research about the human circulatory system. (Children present what they've learned in different ways: create a model, write a song, write a story, create a PPT etc.)</p> <p>Possible links to STEM Jobs linked to keeping fit and healthy Influential scientists in the area</p> | | <ul style="list-style-type: none"> • classify the materials themselves e.g. samples of wood, metal, plastic, etc. • after observing what happens when solids are added to liquids, classify materials based on the outcomes. <p><u>Comparative/fair testing</u> • Which material would be good for a tent? • Which material would be good to make a tea bag from? • Which materials keep things warm/cold? • Which material would be good for a bag for different purposes? • Test solids for solubility and compare rates of solubility.</p> <p>Possible links to STEM Jobs linked to materials Famous scientists in the field</p> | <p><u>Classifying</u> Classifying objects that use pulleys, gears and/or levers in Venn diagrams</p> <p><u>Researching</u> Life of Isaac Newton</p> <p>Possible links to STEM Jobs related to forces</p> | |
| Geography | <p>Aut 1 – Forests</p> <p>Describe the three main types of forest and show their distribution on a map of the world (recap the hemispheres, equator and the Tropic of Cancer and Tropic of Capricorn in this session). Identify key forests in the UK and their features (possibly link to OS maps/symbol) Use an atlas to help name countries on a map Describe the different habitats within a forest Explain the importance of forests and forestry</p> <p>Trip(s) into Rockcliffe and surrounding areas to complete a range of fieldwork tasks</p> <p>Potential trip to Kielder/Whinlatter Forest (linking to habitats/adaptation and forest management) or forest school/Susan's farm.</p> | | <p>Spr 2 – North America</p> <p>Use maps and atlases to locate countries and label them on a map Investigate and compare the climates of North America Identify some human and physical geographical features of North America Identify and research some capital cities in North America Compare and contrast Carlisle to a city in North America Explain how time zones work and calculate time differences around the world (mainly focused on North America compared to the UK)</p> | | <p>Sum 1 – Fieldwork</p> <p>Use Ordnance Survey symbols and read 6 figure grid references Plan and research a field work task Collect data during my field work and present my findings Use a compass and read an informal map.</p> <p>Trip(s) into Rockcliffe and surrounding areas to complete a range of fieldwork tasks</p> <p>Sum 2 – linked to Baghdad topic Locate modern day Iraq on a map Use maps, aerial photographs, to describe what a locality might be like. Explain why many cities are situated on or close to rivers. Explain why people are attracted to live by rivers</p> | |
| History | <p>Aut 2 - Industrialisation of Carlisle</p> <p>Explain what life was like for Victorian children (in English) Draw a timeline with different historical periods showing key historical events or lives of significant people (Industrial Revolution) Summarise how Britain's Industrial Revolution had a major influence on other countries Name the key industries during the industrialisation of Carlisle Explain how historic items and artefacts can be used to help build up a picture of life in the past (archive visit) Explain the effects of industrialisation on Carlisle (link to use of Digimaps) Explain the changing role of women in industry</p> <p>Staff from the Archives to come in</p> | | <p>Spr 1 – Monarchy: The Elizabethans</p> <p>Create a timeline with different historical periods showing key historical events and significant figures Draw a timeline showing the life of Queen Elizabeth Research some of the key achievements during Queen Elizabeth I's reign Explain the relevance of Queen Elizabeth I 's role in the English Reformation Explain what life was like for poor and wealthy Elizabethans</p> | | <p>Sum 2 – Baghdad AD900</p> <p>Summarise the main events from a period of history, explaining the order of events and what happened Explain the importance of Baghdad (significant figures and accomplishments) I can compare life in London and Baghdad in AD 900 I can research and explain what life was like in Baghdad in AD 900</p> | |
| Computing | Data - Spreadsheets | Digital media – 3D Design | Internet safety PowerPoint | Y6 – Programming using Scratch Repetition, selection and variables | | Digital Media – Webpage creation |

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| (links in the Whole School Computing LTP) | | Digimaps – to explore growth of Carlisle over years using maps (linked to History) | | Excel documents – creating graphs and tables (linked to Spring 2 topic) | Could be used in cross-curricular sessions or using the children's personal interests. | |
| Art & Design | Aut 1 – The Village Oak Whole School Art Project The project is based around the fallen oak tree in the village aptly named 'The Village Oak'. The final stage of the project will end with a local artist called Shona Branigan coming into school with a section of the fallen oak tree for the children to print from. The following week, we will host an open exhibition where the children's work from all classes will be on display alongside the whole school masterpiece created with Shona. The children's prints will also be available to purchase. | | Spr 1 - Drawing and Colour USA -Corey Barksdale and other artists- Black American art work representations of Black Americans. | | Sum 2 Printing and Pattern Artefact stamps. Creating own moulds to then use to create print work. | |
| Design & Technology | Aut 2 - Cooking and nutrition- Come Dine With Me. Design- Design a 3 course menu to a specific theme considering variety, texture, taste and look. Make- Make a three course meal based round a specific theme. Evaluate- taste test a range of foods to inspire your own menu. Taste your own food and reflect on what you can change in future cooking. | | Spr 2 Textiles- Tie Dye t-shirt. Design- explore different ways of folding, pinning and tying to create different patterns and effects. Design a tie dye t-shirt using different sewing skills to embellish. Make- Make a tie dye t-shirt using different embellishment and sewing skills. Evaluate- Evaluate their own work and explain what they would do differently in future. | | Sum 1 - Digital - Music POS. Design- Design a POS based on a brief from a music producer for a Motown single launch. Make- make a POS stand using CAD. Make brand merchandise including keyrings, badges, pens and leaflets. Evaluate- Evaluate the effectiveness of current POS stands and use this to influence your design process. Trip to HMV? | |
| Music - done Cumbria Charanga scheme | Song Happy | Song Christmas performance preparation | Song A New Year Carol | Songs Y6 End of Year Performance - TBC | Song Y6 End of Year Performance - TBC | Song Y6 End of Year Performance - TBC |
| RSE You, Me, PHSE scheme Kidsafe | Identity, society and equality Human rights | Keeping safe and managing risk Keeping safe - out and about | Mental health and emotional wellbeing Healthy minds Mental Health Week is during Feb half term (13th-20th February 2024) 6th February 2024 - Internet Safety Day | Drug, alcohol and tobacco education Weighing up risk | Kid safe - Full Programme 2- Year 5 and 6 11 x 60 minute sessions and 1 x 60 minutes recap so this will span over a term. Relationships and health education Healthy relationships (interwoven with human reproduction) If time - Keeping safe and managing risk FGM (female genital mutilation) | |
| RE | 6.1 Life as a journey and a pilgrimage Link to Islamic pilgrimage to Mecca, Hindu pilgrimages to the Ganges and Buddhist pilgrimages. | 6.2. How do Christians prepare for Christmas? | 6.3a Why is the Exodus such a significant event in Jewish and Christian history? 6.3 Why do Christians celebrate the Eucharist? | 6.4 Easter – Who was Jesus? Who is Jesus? | 6.6 Ideas about God Link to Buddhism and Islam | 6,7 People of Faith Muslims and Buddhists |
| PE | Swimming Dance | Gymnastics Dodgeball | Football Hockey | Tag Rugby Basketball | Cricket Tennis | Athletics Rounders |
| FRENCH | Phonics 1 to 4 & At the weekend | Healthy living | WWII or Planets | Habitats | Vikings | Me in the World |