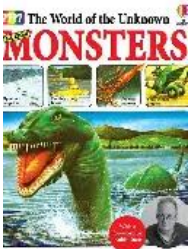



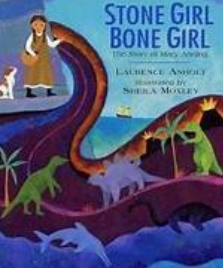
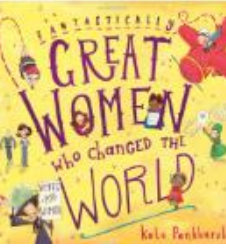
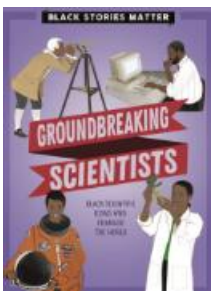
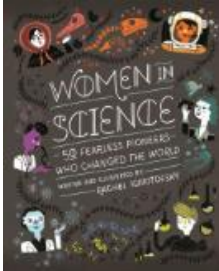

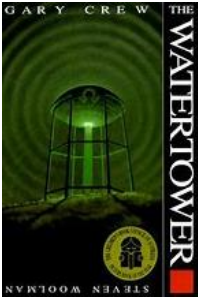
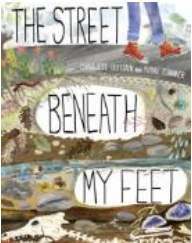
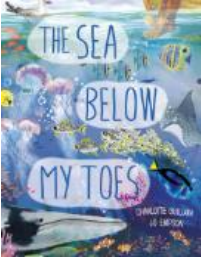
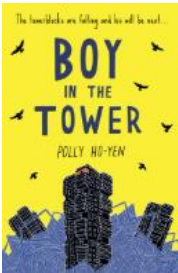


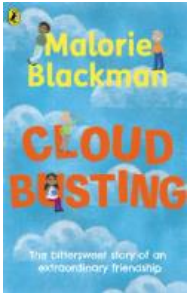
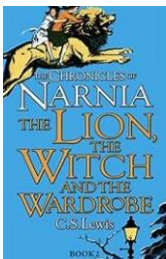
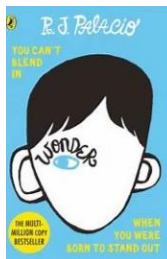
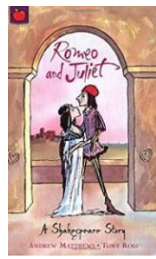


Long Term Curriculum Map

2025-2026 Year 6

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/the me of study:	What does the Census tell us about our local area? Archive visit w/c 7 th Oct?	Why does population change? Local fieldwork task – impact of population on traffic and litter (Lesson 5)	Why do oceans matter? Fieldwork task(s) – collecting data on pollution in local coastal area(s) (Lesson 5)	Unheard histories: Who should go on the banknote? Trip to a local bank? Bank of England Loan Box request made	Can I carry out an independent fieldwork enquiry? Fieldwork task in Rockcliffe – based on the children’s enquiry question(s)	The Sikh Empire
Writing	Non-Chronological Report	Cinquain poems	Persuasive letters	Balanced argument	Explanation	Narrative (description)
Key texts used to achieve the writing outcome	  Descriptive Scene	 Narrative  Biography    	 Descriptive recount  Non-Chronological Report   	Texts supplied by HfL Narrative (mystery and suspense) 	 Advertising Campaign Texts supplied by HfL Reviews Texts supplied by HfL	 Poetry (free verse) 

Reading- VIPERS questions and class read aloud	Reading sessions linked to above books		Reading sessions linked to above books		Reading sessions linked to above books	
	Some VIPERS lessons linked to The Lion, the Witch and the Wardrobe – C.S. Lewis  Genre - Fantasy		Some VIPERS lessons linked to Wonder – R.J. Palacio  Genre – 3 rd person narrative (inclusion)		Some VIPERS lessons linked to A Shakespearean Story: Romeo and Juliet by Andrew Matthews and Tony Ross  Genre – Shakespeare	
Maths White Rose Maths	Place Value		Number:		Number:	
	Number:		Number:		Number:	
Science	Knowledge Area		Knowledge Area		Knowledge Area	
	Knowledge Area		Knowledge Area		Knowledge Area	

	<p>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> 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>▪ Do older people have lower pulse rates? ▪ Do boys have higher pulse rates?</p> <p><u>Comparative/Fair testing</u> 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>	<p>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>Based on the children's own criteria: ▪ 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> <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>Children to collect and present their data in an array of scatter graphs or bar graphs.</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>	
<p>Geography Kapow Y5/6</p>	<p>Aut 2 - Why does population change?</p> <ul style="list-style-type: none">• Identify the most densely and sparsely populated areas.• Describe the increase in global population over time.• Begin to describe what might influence the environments people live in.• Define birth and death rates, suggesting what may influence them.• Define migration, discussing push and pull factors.• Explain why some people have no choice but to leave their homes.• Describe the causes of climate change, explaining its impact on the global population.• Suggest an action they can take to fight climate change.• Calculate the length of a route to scale.• Follow a selected route on an OS map.• Use a variety of data collection methods, including using a Likert scale.• Collect information from a member of the public.• Create a digital map to plot and compare data collected from two locations.• Suggest an idea to improve the environment. <p>Go</p>	<p>Spr 1 – Why do oceans matter?</p> <ul style="list-style-type: none">• Describe the water cycle.• Describe how the ocean is used for human activity.• Explain how the ocean helps to regulate the Earth's climate and temperature.• Identify the Great Barrier Reef as part of Australia.• Describe the benefits of the Great Barrier reef.• Describe how humans impact the oceans and the consequences of this.• Explain some actions that can be taken to help support healthy oceans.• Explain which data collection method would be best for marine fieldwork and why.• Collect data using a tally chart, photographs and a sketch map.• Safely navigate the fieldwork environment.• Make suggestions for how to improve a marine environment.• Present data using a tally chart and pie chart.	<p>Sum 1 – Can I carry out an independent fieldwork enquiry?</p> <ul style="list-style-type: none">• Give examples of issues in the local area.• Identify questions to be asked to find the relevant data.• Justify which data collection method is most suitable.• Design an accurate data collection template.• Identify areas along a route that are best for data collection.• Discuss how to mediate potential risks.• Collect data at points located on an OS map.• Manage risks during a fieldwork trip.• Identify any outcomes from data collected.• Map data digitally.• Describe the enquiry process.			
<p>History Kapow Y5/6</p>	<p>Aut 1 - What does the Census tell us about our local area?</p> <ul style="list-style-type: none">• Identify the type of information the census gives about people.• Use the census to make inferences about people from the past, providing supporting evidence for their statements.• Make observations from the census and identify changes between periods of time.• Identify the dangers of working in a textile mill.• Create questions to identify the thoughts and feelings of a Victorian working child.• Identify the key events of Mary's life and interpret her thoughts and feelings.• Extract information from the census to recreate the lives of people who lived in a household from the local area.	<p>Spr 2 - Unheard histories: Who should go on the banknote?</p> <ul style="list-style-type: none">• Name the features of a banknote.• Make inferences about a person using a banknote.• Explain the significance of historical figures.• Make inferences from sources.• Apply criteria to decide if a person is historically significant and explain why.• Explain the significance of William Tuke.• Research important aspects of a person's life.• Explain what makes a person significant. <p>Loan box coming from the Bank of Scotland – Pioneers of STEM</p>	<p>Sum 2 - The Sikh Empire</p> <ul style="list-style-type: none">• Explain terms such as unification and absolute power.• Identify the skills and behaviours of leaders that contributed to achieving a goal.• Describe and assess the impact of beliefs on change.• Identify the significance of trade routes.• Make deductions and inferences from sources.• Apply criteria to decide and explain historical significance.• Describe how and why interpretations are different.• Make observations and explain historical achievements.			

	<ul style="list-style-type: none">Extract information from the census and decide whether a family was rich or poor.Describing change throughout time. <p>Staff from the Archives to come in and do a morning session at the end of Aut 1 on using primary evidence about Industrial Carlisle (census documents, photos, maps etc)</p>					
Computing (links in Word doc)	Data – Spreadsheets https://teachcomputing.org/curriculum/key-stage-2/data-and-information-spreadsheets <u>ONLINE SAFETY – PROJECT EVOLVE</u> Online relationships Self image and identity	Creating media – 3D modelling https://teachcomputing.org/curriculum/key-stage-2/creating-media-3d-modelling <u>ONLINE SAFETY – PROJECT EVOLVE</u> Online reputation	Programming – variables https://teachcomputing.org/curriculum/key-stage-2/programming-a-variables-in-games	Networks – systems and searching https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-communication <u>ONLINE SAFETY – PROJECT EVOLVE</u> Managing online information	Creating media – web pages (Cross-curricular opportunity) Google Sites or Adobe Creative Express https://teachcomputing.org/curriculum/key-stage-2/creating-media-web-page-creation <u>ONLINE SAFETY – PROJECT EVOLVE</u> Health, well-being & lifestyle	Programming – selection in quizzes https://teachcomputing.org/curriculum/key-stage-2/programming-b-selection-in-quizzes <u>ONLINE SAFETY – PROJECT EVOLVE</u> Privacy & security Copyright & ownership
Art & Design Kapow Y5/6 Cycle B?	Aut 1 – Drawing: Expressing ideas Generating ideas: <ul style="list-style-type: none">Drawing upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using sketchbooks: <ul style="list-style-type: none">Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Making skills: <ul style="list-style-type: none">Creating expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.Combining materials and techniques appropriately to fit with ideas.Working in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. Knowledge of artists: <ul style="list-style-type: none">Describing, interpreting and evaluating the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Evaluating and analysing: <ul style="list-style-type: none">Giving reasoned evaluations of their own and others’ work which takes account of context and intention.Discussing how art is sometimes used to communicate social, political, or environmental views.Explaining how art can be created to cause reaction and impact and being able to consider why an artist chooses to use art in this way.Independently using their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		Spr 2 - Craft and design: Photo opportunity Generating ideas: <ul style="list-style-type: none">Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using sketchbooks: <ul style="list-style-type: none">Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Making skills: <ul style="list-style-type: none">Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Knowledge of artists: <ul style="list-style-type: none">Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces.Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. Evaluating and analysing: <ul style="list-style-type: none">Give reasoned evaluations of their own and others’ work which takes account of context and intention.Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.		Sum 1 – Painting and mixed media: Artist study Generating ideas: <ul style="list-style-type: none">Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using sketchbooks: <ul style="list-style-type: none">Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Making skills: <ul style="list-style-type: none">Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently.Combine materials and techniques appropriate to fit with ideas.Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. Knowledge of artists: <ul style="list-style-type: none">Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Evaluating and analysing: <ul style="list-style-type: none">Give reasoned evaluations of their own and others’ work which takes account of context and intention.Discuss how art is sometimes used to communicate social, political, or environmental views.Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	

Design & Technology y Kapow Y5/6 (inc. an archived unit)	Aut 2 - Automata toys- Mechanical systems		Spr 1 - Come dine with me- cooking and nutrition		Sum 2 - Playgrounds- structures
	<ul style="list-style-type: none">▪ Mark, saw and cut out the components and supports of their toy with varying degrees of accuracy to the intended measurements.▪ Follow health and safety rules, taking care with the equipment.▪ Attempt a partial assembly of their toys using an exploded diagram following a teacher’s demonstration.▪ Develop a design idea with some descriptive notes.▪ Explore different cam profiles and choose three for their follower toppers with an explanation of their choices.▪ Create neat, decorated follower toppers with some accuracy.▪ Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata.▪ Decorate and finish the automata to meet the design criteria and brief.▪ Evaluate their finished product, making descriptive and reflective points on function and form.		<ul style="list-style-type: none">▪ Find a suitable recipe for their course.▪ Record the relevant ingredients and equipment needed.▪ Follow a recipe, including using the correct quantities of each ingredient.▪ Write a recipe, explaining the process taken.▪ Explain where certain key foods come from before they appear on the supermarket shelf.		<ul style="list-style-type: none">▪ Create five apparatus designs, applying the design criteria to their work.▪ Make suitable changes to their work after peer evaluation.▪ Make roughly three different structures from their plans using the materials available.▪ Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.▪ Secure their apparatus to a base.▪ Make a range of landscape features using a variety of materials which will enhance their apparatus.
Music - done	Music reading and transcription. To understand how to read treble clef notation. To understand how to recognise the length of a note (quaver, crotchet, minim and semi breve). To recognise the length of a rest (quaver, crotchet, minim and semi breve). To start to introduce time signatures (4/4 and 3/4) and use bars in their transcription.	KS2 Carol Performance	Progression of music through time To explore the sounds different instruments make and how they are made. To appraise music from different eras. To compose a piece of music in the style of a composer. To compare live and recorded versions of the same song and discuss how this changes the impact of the music.	Composition using tuned instruments. To appraise songs that use similar chord progressions. Learn to sing songs that use similar chord progressions in a round. Identify pitch when singing using solfa notation. To use notes in a pentatonic scale to create a music composition. To transcribe music using standard STAFF notation (treble clef).	Year 6 musical Performance in a musical theatre style. To incorporate singing and dance skills to create a cohesive stylistic performance. To act through song.
RSE You, Me, PHSE scheme Kidsafe	Identity, society and equality Human rights Keeping safe and managing risk Keeping safe - out and about FGM (female genital mutilation) - optional	Relationships and health education Healthy relationships Relationships and health education Healthy relationships	Mental health and emotional wellbeing Healthy minds Mental Health Week	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. Sex Education Closely linked to Science. RSE components are more related to healthy and respectful relationships as well as navigating puberty
RE	5.1 – How and why do Christians read the Bible? Deepen children’s understanding of the importance and impact of the contents of the Bible in the lives of Christians. to develop further children’s understanding of the significance of holy books in the lives of the people of all world faiths. WWF Link- Why are sacred texts so important to people of faith? Oct 20 th Diwali – Lesson on Lights in last week of term 5.2 How do our celebrations reflect the true meaning of Christmas? Give children a Biblical perspective on the nativity story. Deepen children’s understanding of what Christians believe to be the true meaning of Christmas. Increase pupil’s knowledge and understanding of the place of the incarnation in God’s Big Story		6.3A Why is the Exodus such a significant event in Jewish and Christian history? Give pupils a greater understanding of the significance of the Exodus and Passover. Emphasise to pupils the direct links between Christianity and Judaism. 6.3 Why do Christians celebrate the Eucharist? Identify the links between the Passover meal, Last Supper and Eucharist. develop pupils’ understanding of the Eucharist and the symbolism connected with it. develop pupils’ understanding of the importance of the Eucharist and why it is celebrated. 6.4 Easter. Who was Jesus? Allow children the opportunity to stand back and consider ‘Who was Jesus?’ and ‘Who is Jesus?’ from their own point of view and the views of others in the past and today. Increase pupil’s understanding of who Jesus was and is according to the Bible. Investigate who Jesus was according to the followers of major world faiths and those with non-religious world views.		6.6 Ideas about God Extend and deepen pupil’s understanding of the Christian beliefs about the nature of God, his character, and his relationship with people. Extend and deepen pupil’s understanding of the Muslim/Hind beliefs about the nature of God. Increase pupils understanding that there are similarities and differences in beliefs about God across World faiths. Increase pupil’s awareness that many people live without any belief in or recognition of the existence of God WWF Link- Have you discovered any beliefs about God in common across different faiths? Islam Buddhism – teacher 6.7 People of faith (Builds on Unit 5.9) Explore what it means for a person to have faith and how having faith affects people's lives, values and decisions. Discuss that Christian people are called to build God’s kingdom here on earth WWF Link- How does having faith impact people’s lives?

	WWF Link- Investigate who Jesus was according to the followers of major world faiths and those with non-religious world views.					
	Every religious or non-religious group has an opinion on who Jesus was.					
PE	Hockey	Gymnastics 1	Dance	Gymnastics 2	Basketball	Athletics
	Tag Rugby	Fitness	Golf	Orienteering	Volleyball	Cricket
FRENCH	Phonics 4 & Family	Weather	Olympics	Planets	At School	Weekend