

Year 6 Curriculum Map Autumn Term

History Objectives & Key Vocabulary:

Can they say where a period of history fits on a timeline?
Can they place a specific event on a timeline by decade?
Can they place features of historical events and people from past societies and periods in a chronological framework?
Can they summarise the main events from a specific period in history, explaining the order in which key events happened?
Can they summarise how Britain has had a major influence on world history?
Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?
Can they describe features of historical events and people from past societies and periods they have studied?
Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?
Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
Can they identify and explain their understanding of propaganda?

Treaty, trench, allies, battlefield, invasion, nuclear, Kaiser, blitz, prisoner of war, holocaust, evacuee, remembrance

Key Texts:

Kenskue's Kingdom
Rose Blanch
Poppy Fields
War Horse
Butterfly Lion

Art Objectives & Key Vocabulary:

Do their sketches communicate emotions and a sense of self with accuracy and imagination?
Can they explain why they have combined different tools to create their drawings?
Can they explain why they have chosen specific drawing techniques?
Can they explain why they have chosen specific painting techniques?

Sketch, water colours, blend, texture, design

Geography Objectives & Key Vocabulary:

Can they use OS maps to answer questions?
Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?
Can they describe how some places are similar and others are different in relation to their human features?
Do they understand the term sustainable development? Can they use it in different contexts?
Can they map land use with their own criteria?

Ordinance, features, human, physical, symbols, survey, aerial, locality, sustainability

RE Objectives & Key Vocabulary:

Can they infer meaning from an important prayer?
Can they name different ways in which people pray?
Can they identify which method of worship is associated with each religion?
Can they discuss a God and what they mean to their worshippers?

Prayer, worship, religion, God, Lord, Muslim, Christian, belief, holy, Muhammed, Prophet

Exhibits:

VE Day Party

**Topic
Title/Question:
I'm a Survivor!**

PSHCE Objectives & Key Vocabulary:

Being Me in My World
Celebrating Difference

Computing Objectives & Key Vocabulary:

Can they present a film for a specific audience and then adapt same film for a different audience?
Can they create a sophisticated multimedia presentation?
Can they confidently choose the correct page set up option when creating a document?

Multimedia, program, presentation, document, Microsoft, editing, publishing, broadcasting.

Homework Project:

Independent research project

Key Oracy Objectives:

Can they speak fluently in front of an audience?
Can they respond to increasingly complex questions?
Can they construct a detailed argument?

Speaking, listening, audience, purpose, physical, linguistic, expression, tone, argument

Science Objectives & Key Vocabulary:

To recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago
To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
To give reasons why offspring are not identical to each other or their parents
To explain the process of evolution and describe the evidence for this
To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
To make predictions with reasons

Evolution, adaptation, inheritance, Charles Darwin, variation, offspring, habitat, environment, adaptive traits

DT Objectives & Key Vocabulary:

Can they use a range of information to inform their design?
Can they work within constraints?
Can they follow and refine their plan if necessary?
Can they use tools and materials precisely?
Do they change the way they are working if needed?
Can they justify why they selected specific materials?

Educational Visits/Experiences:

Carlton Camp
Headland (Heugh Battery)
Crucial Crew
Seaham

Music Objectives & Key Vocabulary:

Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)
Do they recognise that different forms of notation serve different purposes?
Can they use different forms of notation?

Notation, beats, rhythm, devices, composition, melody, chords