

## CURRICULUM MAP

YEAR 6

SPRING TERM

# What the Romans did for us

### Science

National Curriculum ref:

#### Spring 1: Living things and their habitats

- 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.

#### **Skills ref:**

- **To work scientifically**
- **Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).**
- **Explain the classification of living things into broad groups according to common, observable characteristics and based on similarities and differences, including plants, animals and micro-organisms.**
- **Relate knowledge of plants to studies of all living things**

### Literacy

**Theme link: Romans**

#### **Content:**

Fiction genres (4 weeks): Continuing a story set around the Roman invasion of Britain

Persuasion (3 weeks): Write a persuasive argument around climate change (links to Geography)

Poetry: Personification Poetry (1Week)

Spelling grammar and punctuation: Active and Passive verb forms and Informal vs Formal writing (1 week)

#### **Skills ref:**

- Identify the audience for writing.
- Choose the appropriate form of writing using the main features identified in reading.
- Note, develop and research ideas.
- Plan, draft, write, edit and improve.
- Perform compositions, using appropriate intonation and volume.
- active and passive voice, formal and informal subject and object, hyphen, synonym, colon, semi-colon, bullet points

### Science

National Curriculum ref:

#### Spring 2: 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.

#### **Skills ref:**

- **To work scientifically**
- **Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.**
- **Describe the changes as humans develop from birth to old age.**
- **Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).**

## Geography

### **Theme link:**

An exploration of the a variety of natural disasters. We will also explore volcanoes, earth quakes, tsunamis and cyclones.

### **Content:**

Pupils will investigate some of the most violent and turbulent places of the world. Children will explore the impact of the places on the lives of people.

### **Milestone ref:**

- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
- Identify and describe how the physical features affect the human activity within a location.
- Understand some of the reasons for geographical similarities and differences between countries.
- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Describe geographical diversity across the world
- Describe how locations around the world are changing and explain some of the reasons for change.
- **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

## CURRICULUM MAP

YEAR 6

SPRING TERM

What the  
Romans did  
for us

## History

### Theme Link

Exploring the impact of the Roman invasion and settlement in Britain

### **National Curriculum ref:**

The Roman Empire and its impact on Britain

### **Milestone ref:**

- Compare some of the times studied with those of the other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.

## ICT

### **Theme link:**

An exploration of online identity. How identity is created, maintained and perceived in the online world.

### **Herts ICT Scheme ref:**

Staying connected

To understand that a blog is an online space, created by an individual, consisting of regular entries, (descriptions of events, thoughts and opinions etc.) and providing an opportunity for the reader to comment. Explore a range of blogs, considering their effectiveness as communication and collaboration tools.:

### **Content:**

Children will create their own online blog to express their identity. Children will explore the difference between their real and their online identity.

### **Milestone ref:**

- Collaborate with others online on sites approved and moderated by teachers.
- Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.
- Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.
- Understand the effect of online comments and show responsibility and sensitivity when online.
- Understand how simple networks are set up and used.
- Choose the most suitable applications and devices for the purposes of communication.
- Use many of the advanced features in order to create high quality, professional or efficient communications.

CURRICULUM MAP  
YEAR 6

SPRING TERM

What the  
Romans did  
for us

## Music

### **Theme link:**

An exploration of identity as expressed through music.

### **Content:**

Children to explore how national identity shown through music - Exploring national anthems. Children to investigate how music can inspire a feeling of pride and togetherness.

### **Skills ref:**

- Perform with controlled breathing (voice) and skilful playing (instrument).
- Sing a harmony part confidently and accurately
- Perform solos or as part of an ensemble.
- Create songs with verses and a chorus.
- Thoughtfully select elements for a piece in order to gain a defined effect.
- Convey the relationship between the lyrics and the melody.
- Use digital technologies to compose, edit and refine pieces of music
- Create rhythmic patterns with an awareness of timbre and duration.
- Combine a variety of musical devices, including melody, rhythm and chords.

## ART

### **Theme link:**

Children to learn about Roman culture and influences. They will make their own Roman Mosaic.

### **Content:**

Children to research a variety of roman mosaics, learning about how they were created and what purpose they served. Following this, they will design and create their own roman mosaic.

### **Skills ref:**

- Show precision in techniques.
- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.
- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- "Use the qualities of materials to enhance ideas."
- Spot the potential in unexpected results as work progresses.
- "Comment on artworks with a fluent grasp of visual language."

## R.E.

### **Theme link:**

An exploration of religious leaders from different faiths and an in depth study of Jesus

### **Content:**

Children will explore the concept of religious leadership and focus on the historical and religious Jesus – Exploring questions of authenticity and faith.

### **Skills ref:**

- Explain the practices and lifestyles involved in belonging to a faith community.
- Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
- Show an understanding of the role of a spiritual leader.
- Explain how religious beliefs shape the lives of individuals and communities.
- Explain their own ideas about the answers to ultimate questions.
- Express their own values and remain respectful of those with different values.

## PSHE

### **Theme link:**

Going for goals / Good to be me

Reflecting upon leading their own life in a positive way

### **Content:**

Children reflect upon qualities that they have and how they are similar and different to other people.

Children will explore setting targets for themselves – both short term and long term targets

### **Skills ref:**

- Show a determination to keep going, despite failures or set backs.
- Reflect upon the reasons for failures and find ways to bounce back.
- Clearly identify own strengths.
- Identify areas for improvement.
- Listen to others who encourage and help, thanking them for their advice.
- Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.
- Find things to do that give energy

## CURRICULUM MAP

YEAR 6

SPRING TERM

What the  
Romans did  
for us

## French

### Grammar for year 6

Consolidate again the concept of gender (masculine and feminine) and which article (definite/indefinite/partitive) to use correctly with different nouns.

Consolidate the use of the possessive and the negative form.

Look in more depth at the rules connected to adjectival agreement.

Look in more depth at the use of conjunction.

Learn how to create more authentic, sophisticated language using a range of opinions. Learning how to expand and extend ideas using a range of opinions.

Understand even better 1<sup>st</sup> person singular of high frequency verbs. Learn by heart high frequency verbs like I am, I have, I am called. Integrate other verbs like I wear, I eat, etc.

Learn how to conjugate a WHOLE verb, both regular and irregular.

### Progressive language units to be taught

Verbs and grammar

At school

The weekend

World War II OR Habitats (progressive version)

Healthy lifestyles

Men in the world

The planets or Vikings

Verbs (regular and irregular)

## Design and Technology

### **Theme link:**

Exploring leaders of food: Creating a traditional British baking.

### **Content:**

Children will make their own scones and plan an event to deliver to parents; tied in with fundraising and British Values.

### **Milestone ref:**

- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).
- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.
- Demonstrate a range of baking and cooking techniques.
- Create and refine recipes, including ingredients, methods, cooking times and temperatures.

## CURRICULUM MAP

YEAR 6

SPRING TERM

### What the Romans did for us

#### P.E.

Gymnastics

#### **Content:**

Children will learn about different gymnastic techniques

Children will create a routines which demonstrate a variety of movements, jumps, turns, and balances.

#### **Skills ref:**

- Create complex and well-executed sequences that include a full range of movements including:
  - ✓ travelling
  - ✓ balances
  - ✓ swinging
  - ✓ springing
  - ✓ flight
  - ✓ vaults
  - ✓ inversions
  - ✓ rotations
  - ✓ bending, stretching and twisting
  - ✓ gestures
  - ✓ linking skills.
- Hold shapes that are strong, fluent and expressive.
- Include in a sequence set pieces, choosing the most appropriate linking elements.
- Vary speed, direction, level and body rotation during floor performances.
- Practise and refine the gymnastic techniques used in performances (listed above).
- Demonstrate good kinaesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions).
- Use equipment to vault and to swing (remaining upright).

#### P.E.

#### **Theme link:**

[Link to Geography](#)

#### **Content:**

Children to use OS maps to find and follow a route in the local area. Then using maps to navigate

#### **Skills ref:**

- Select appropriate equipment for outdoor and adventurous activity.
- Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.
- Embrace both leadership and team roles and gain the commitment and respect of a team.
- Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.
- Remain positive even in the most challenging circumstances, rallying others if need be.
- Use a range of devices in order to orientate themselves.
- Quickly assess changing conditions and adapt plans to ensure safety comes first.