

CURRICULUM MAP
YEAR 6

AUTUMN TERM

CONFLICT

Science

National Curriculum ref:

Autumn 1: Light

- understand that light appears to travel in straight lines .
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes .
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.

Milestone ref:

- Understand that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.

Literacy

Theme link:

An exploration of conflict in Literature and poetry

Content:

Poetry: Exploring war poetry from WWII. Creating and writing poetry related to conflict. **2 weeks**

Narrative writing : Using war stories and various media to create a narrative around the topic of conflict. **2 weeks**

Biography writing: Based around a significant figure from WWII. **2 weeks.**

Report writing: Linked to our extreme earth topic in geography. **2 weeks**

Explanation texts: Linked to our science topics of light and electricity. **2 weeks**

WHOLE SCHOOL: Take One Book Week. **1 week**

Spelling grammar and punctuation. 1 week

Milestone ref:

- Use the techniques that authors use to create characters, settings and plots.
- Create vivid images by using alliteration, similes, metaphors and personification.
- Interweave descriptions of characters, settings and atmosphere with dialogue.
- Guide the reader by using a range of organisational devices, including a range of connectives.
- Choose effective grammar and punctuation and propose changes to improve clarity.
- Ensure correct use of tenses throughout a piece of writing.
- Using passive verbs to affect the presentation of information in a sentence.
- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

Science

National Curriculum ref:

Autumn 2: Electricity

- 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.

Milestone ref:

- Identify and name the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers.
- 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.

Geography

Theme link:

Conflict in nature. An exploration of the violence of the natural world and how humans have come into conflict with the natural world.

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.

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History

Theme Link

An Exploration of a key turning point in British History:
The battle of Britain

National Curriculum ref:

Beyond 1066

Milestone ref:

- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Identify continuity and change in the history of the locality of the school.
- Describe the social, ethnic, cultural or religious diversity of past society.

ICT

Theme link:

Exploring data and information related to conflict, specifically through our study of WWII.

Herts ICT Scheme ref:

Information models:

To understand that spreadsheets have a specific structure (sheets, columns, rows, cells etc.) and can be used to enter, format, copy and paste numbers, words and graphics.

Content:

Collecting geographical data from different countries around the world to compare and contrast. Displaying in a graphs and charts.

Milestone ref:

- Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.

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Music

Theme link:

Exploration of music related to conflict.

Content:

War time songs

Milestone ref:

- Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
 - ✓ pitch
 - ✓ dynamics
 - ✓ tempo
 - ✓ timbre
 - ✓ texture
 - ✓ lyrics and melody
 - ✓ sense of occasion
 - ✓ expressive
 - ✓ solo
 - ✓ rounds
 - ✓ harmonies
 - ✓ accompaniments
 - ✓ drones
 - ✓ cyclic patterns
 - ✓ combination of musical elements
 - ✓ cultural context.
- Describe how lyrics often reflect the cultural context of music and have social meaning.
- Sing or play from memory with confidence.
- Sustain a drone or a melodic ostinato to accompany singing.

ART

Theme link:

Conflict depicted through art

Content:

An exploration of the work of surrealist artist Paul Nash. His depiction of the battlefields of World War I and II

Milestone ref:

- Sketch (lightly) before painting to combine line and colour.
- Create a colour palette based upon colours observed in the natural or built world.
- Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
- Combine colours, tones and tints to enhance the mood of a piece.
- Use brush techniques and the qualities of paint to create texture.
- Develop a personal style of painting, drawing upon ideas from other artists.

R.E.

Content:

Exploring different religions. Look at similarities and differences between Christianity and Buddhism.

Milestone ref:

- Explain how some teachings and beliefs are shared between religions.
- Explain how religious beliefs shape the lives of individuals and communities.
- Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.
- Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.

PSHE

Theme link:

An exploration of moral conflicts: Inclusion of some Philosophy for Children

Content:

Moral conflicts:

Treatment of animals

Immigration

Milestone ref:

- Listen first to others before trying to be understood.
- Change behaviours to suit different situations.
- Describe and understand others' points of view.
- Show a willingness to be wrong
- Ask lots of questions.
- Give full concentration.

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Design and Technology

Theme link:

Looking at engines and vehicles used in WWII

Content:

Model making.

Planning, designing and creating spitfires using a range of materials and techniques.

Milestone ref:

- Develop a range of practical skills to create products.
- Cut materials with precision and refine the finish with appropriate tools.
- Develop a range of practical skills to create products
- Ensure products have a high quality finish, using art skills where appropriate.
- Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.

P.E.

Theme link:

Friendly conflict expressed through sport:
Invasion games.

Content:

(N/C) Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Netball

Milestone ref:

- Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.
- Lead others when called upon and act as a good role model within a team.

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P.E.

Theme link:

Dances that express/explore conflict.

Content:

(N/C) Perform dances using a range of movements. Children will explore a range of dances that develop, investigate and explore the concept of conflict.

Milestone ref:

- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences.
- Express an idea in original and imaginative ways.
- Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.