



<p>St. Andrew's - a Good Samaritan School. Making a difference so all can flourish</p> 	<p>St Andrew's C of E Primary School Ready, Respectful, Safe</p>	 <p>With Faith, Hope & Love we can achieve greater things.</p>
<h1>Year 6 Curriculum Map</h1>		

	Autumn	Spring	Summer
Topic	Rations and Raids	Tudor Tales	Mexico & Mayans
Now Press Play	WWII	The Tudors, Evolution	The Maya
Reading	NF- The Daily life of a WW2 Evacuee-Alan Childs F - Friend or Foe - Michael Morpurgo F - Goodnight Mr Tom - Michelle Magorian F- Classic Poetry- WWII Themed F- Our Castle by the Sea - Lucy Strange NF- World War 2- Jane Bingham F- Tanka Poetry- Evacuee	NF- DK Eyewitness Tudors F - Diver's Daughter - Patrice Lawrence (Diverse Text) F - Treason - Berlie Doherty F- Sonnet poetry- William Shakespeare - Sonnet 18	NF- Mayan Civilization Study Book - Discover and Learn CGP F - Rain Player - David Wisniewski F- Time Riders: The Mayan Prophecy - Alex Scarrow
Writing - Fiction Non-Fiction Plays Poetry	<p>Persuasion- NF Letter from the government to Mrs Thompson persuading her to evacuate the children of St Andrew's.</p> <p>Traditional Narrative-F Based on Friend or Foe/ Goodnight Mr Tom</p> <p>Narrative Verse- F Write own WW2 classic poetry for Remembrance worship.</p> <p>Mystery- F Based on Our Castle by the Sea</p> <p>Non Chronological Report- NF The events of WW2</p>	<p>Recount- Biography- NF Henry VIII and his Wives</p> <p>Adventure- F Based on Diver's Daughter</p> <p>Horror Narrative- F</p> <p>Discussion- NF Was Henry VIII all bad?</p>	<p>Explanation- NF- Human Sacrifice</p> <p>Folk Narrative-F- Based on Rain player</p> <p>Science Fiction Narrative- F Based on Time Riders a Mayan Prophecy</p> <p>Instructions- NF Food for prom</p> <p>Plays- F Playscript- Mayan Sacrifice (Mini drama for prom?)</p> <p>Recount- Autobiography- NF- My time at St Andrew's.</p>
Literacy Shed			

<p>Science</p>	<p><u>Classifying Critters</u></p> <ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics. <p>Focus Investigation Grouping & Classifying</p>	<p><u>Electrifying</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>Focus Investigation Fair Testing</p>	<p><u>Staying Alive</u></p> <ul style="list-style-type: none"> 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. <p>Focus Investigation Pattern Seeking</p>	<p><u>We're Evolving</u></p> <ul style="list-style-type: none"> Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p><u>Let it Shine</u></p> <ul style="list-style-type: none"> Recognise 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. <p>Focus Investigation Pattern Seeking</p>
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RE (UC - Understanding Christianity WS - Wolverhampton Agreed Syllabus)	Unit 2b.1 What does it mean if God is Holy & Loving? (UC...God)	Unit 2b.4 Was Jesus the Messiah? (UC...Incarnation)	Values: What matters most? (Christians and Humanists) (WA Syllabus)	Unit 2b.3 How can following God bring Freedom & Justice (UC...People Of God)	2.13 What will make W-ton a more respectful community? (WA Syllabus)
Trips/Experiences	Trip: Cosford (History) with 3D cinema flying experience Visitor: Memorable Experience - Air raid		Trip: Visitor: Medical Mavericks (Science) Memorable Experience		Trip: Visitor: Memorable Experience: Intro fact finding session, Mexican feast (parents)
History	<p style="text-align: center;"><u>World War II</u></p> <ul style="list-style-type: none"> Place key historical events in order Identify the key powers of the Axis & Allies sides Investigate events (& changes) within WWII: Evacuation, The Blitz, Home Guard Examine the usefulness and trustworthiness of sources (evacuation) Investigate primary and secondary sources (identifying bias and usefulness) Investigate WWII Propaganda posters Examine bias within written sources (the Home Guard) and suggest reasons for it Investigate different accounts of events eg: VE Day - with local history links for VE Day celebrations in Wolverhampton 		<p style="text-align: center;"><u>Tudors</u></p> <ul style="list-style-type: none"> Use sources to interpret how the Tudor dynasty began: Bosworth Field 1485 Place Tudor Monarchs in order on timeline - using a family tree source Investigate primary and secondary sources describing Henry VIII which show a bias / range of opinions Investigate woodcut (propaganda) of Henry VIII regarding The Reformation. Investigate the historical relevance of Tudor portraits and the intentions of the subject and artist to serve a purpose as propaganda. Know about Tudor Crime and Punishment Know about Tudor Exploration Investigate key reasons and viewpoints of a range of historical figures regarding The Reformation 		<p style="text-align: center;"><u>Non-European Society - The Maya</u></p> <ul style="list-style-type: none"> Place key aspects of Mesoamerica on a timeline: Olmec, Maya Investigate the life of a famous figure (Frida Kahlo). Investigate different source materials which give clues to Mayan Civilisation and themes. Use to discuss how sources can be limited and open to interpretation. Pupils to justify opinions using sources. Know about Mayan building, pyramids and community Know about Mayan gods and goddesses and beliefs (including human sacrifice) Know about Spanish conquest of the Aztec Empire 1519

	<ul style="list-style-type: none"> Investigate different interpretations of history (and a specific historical question) and refer to source materials used: Anne Frank story 	<p style="text-align: center;"><u>Local History</u></p> <p style="text-align: center;">Know about Tudor buildings in Wolverhampton. Why are there so few Tudor Buildings left in Wolverhampton?</p>	
<p style="text-align: center;">Geography</p>	<p style="text-align: center;"><u>Counties in the UK</u></p> <ul style="list-style-type: none"> Name and locate counties and places of the United Kingdom where evacuees were sent in WWII using maps and atlases. Locate the world's oceans (revise those surrounding Europe & Asia) and the countries they surround on a world map, in atlases and on globes, using these to identify the depths Understand and explain key aspects of human and physical of the places evacuees were sent to during WWII 		<p style="text-align: center;"><u>South America</u></p> <ul style="list-style-type: none"> Locate South America (continent revision), Mexico and other South American countries on a variety of maps Locate the world's oceans (surrounding the Americas) and the countries they surround on a world map, in atlases and on globes, using these to identify the depths Identify the position and significance of latitude, longitude, (Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Use the eight compass points to describe the location of one South American country to another. Use six figure grid references to locate specific places in Mexico. Identify, describe & explain the different environmental regions of South America

				<ul style="list-style-type: none"> Compare physical and human geographical similarities and differences of a region of the United Kingdom, & one in South America to include climate zones, biomes and vegetation belts Describe how the human & physical features of a location impact human use Identify how aspects of the physical and human Geography of Mexico have changed over time 		
DT Projects on a Page	Electrical systems - more complex switches and circuits - Torches	Structures - Frame Structures - Tudor Chairs		Food - celebrating culture and seasonality - Pizza for the Prom		
Art Kapow	Sculpture & 3D - Making Memories Memory Sculpture	Painting & Mixed Media - Artist Study Painted piece in style of selected Tudor Artist	Drawing - Make my voice heard Use chiaroscuro to create a drawing with a message	Craft & Design - Photo Opportunity Photographic Portrait		
Computing Teach Computing Project Evolve	Multi-Media (2) E-safety - (Jigsaw Puzzle - Being Me Piece 4) Project Evolve - Managing Information Online		Technology in our lives 1 E-safety - Project Evolve Online reputation & Project Evolve privacy and security	Programming A - (Squirrel) E-Safety - (Jigsaw Puzzle - Relationships Piece 5) Project Evolve - Copyright and Ownership		
Dance						
Gymnastics	Direction		Technique	Apparatus		
Games	Sports Hall Athletics / Football		Hockey / Tennis	Cricket / Tag Rugby		
PSHE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music						
MFL	Ou va tu? Talk about French Cities Give and understand basic directions Directions/Compass points		On mange Shopping for food Ask how much something costs Asking for drinks		Francophone Countries Languages we speak / nationalities Clothing Describing items of clothing	

	Talk about the weather The weather and places in France	Opinions about foods and various activities Breakfast	
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