



AUGHTON CHRIST CHURCH CURRICULUM MAP YEAR: 6

SUBJECT	Autumn			Spring			Summer			
Theme	We Shall Never Surrender			Our Changing World		A Ship Called Hope	Out in The Wild		The Golden Age	
Christian values	Generosity		Compassion	Courage		The Hobbit Forgiveness	Friendship		Respect	
MATHS	Place value and number Mental and written addition Mental and written subtraction 2D and 3D shape Mental and written multiplication Mental and written division Fractions, decimals, percentages and ratio Geometry Timetables Area and perimeter Measure – length, mass & capacity			Place Value and number decimals 2D and 3D shape Translation and reflection Statistics – mean and temperature Calculating fractions Volume Co-ordinates & sequences Algebra Statistics – Line graphs and pie char			Decimals, fractions and percentages Written calculations Ration and proportion Algebra and sequences Transitional unit KS3 (circles, sequences, life skills and higher level maths problem solving)			
ENGLISH UNIT	Narrative: Novel as a theme	Non-fiction: Biographies & autobiographies	Narrative: Older Literature	Non-fiction: Explanation text	Narrative: Detective/Crime	Narrative: Science Fiction	Poetry: Song Lyrics	Non-fiction: Formal Reviews	Poetry: Free verse poetry	
	Poetry: Poems with imagery									
Reading for pleasure	Billy's Blitz	Anne Frank's Diary	Martin Luther King	Kensuke's Kingdom			The Life of Olaudah Equiano	Running Wild	The Hobbit	
HISTORY	We Shall Never Surrender – World War II Significant turning point in British History and aspect of local history linked to childhood. Focused around life as a child during the war. How did the war start and key aspects of life involving, rationing, evacuation and rules and regulations brought in to keep children safe.					A Ship Called Hope – Lancashire Slave Trade Children to learn about Lancashire's involvement during the slave trade: the conditions of the enslaved people thought artefacts and sources referring to The Zong and Hope. They will make claims and use contrasting views to make historical conclusions.				The Golden Age – Early Islamic civilisation AD900 Children learn about a non- European society that provides contrasts with British history eg the early Islamic civilisation in Baghdad around AD900 commonly known as Islamic Golden Age
GEOGRAPHY				Our Changing World - Research world's countries, key features and climate change Children research aspects of world geography revision of 7 continents and 5 oceans how many countries are there in the world. Name key countries in each continent and understand significance of the BRIC countries. Research climate change and impact on the world around us worldwide and locally.					Out in the Wild - The Lake District Children study the human and physical geography of the Lake District comparing with other places studied previously. They consider elements such as tourism, transport, settlements, land use and change over time. Through use of maps, images and other sources of geographical information. They develop ordnance survey and digital mapping skills.	
SCIENCE	Light and Astronomy – How Light Travels Pupils should be taught to: <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 the light that travels from light sources to our eyes or from light sources to objects and then to our eyes (and represent this in simple diagrammatic form). Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.		Electricity Pupils should be taught to: <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 (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram. Use/interpret circuit diagrams to construct a variety of more complex circuits predicting whether they		Animals/Health – Exercise, Health and The Circulatory Pupils should be taught to: <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (in the long term and short term). Describe the ways in which nutrients and water are transported within animals, including humans. 			Living Things and their Habitats – Evolution and Inheritance Pupils should be taught to: <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. 		Living Things and their Habitats – Classification Pupils should be taught to: <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 micro-organisms, plants and animals.



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ART DESIGN	DIGITAL MEDIA Record, collect and store visual information using digital cameras etc. Present recorded visual images using software e.g. Photostory, Powerpoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken)		PRINTING Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlays. Work into prints with a range of media e.g. pens, colour pens and paint		TEXTILES Use fabrics to create 3D structures. Use different grades of threads and needles. Experiment with batik techniques. Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.	
DESIGN TECHNOLOGY	FOOD Understand and apply the principles of a healthy and varied diet Choose ingredients to support healthy eating choices when designing their food products Prepare and cook a variety of mostly savoury dishes using a range of cooking techniques				STRUCTURES Use the correct terminology for tools materials and processes. Use bradawl to mark hole positions. Use hand drill to drill tight and loose fit holes. Cut strip wood, dowel, square section wood accurately to 1mm. Join materials using appropriate methods. Build frameworks to support mechanisms. Stiffen and reinforce complex structures	MECHANISMS Develop a technical vocabulary appropriate to the project. Use mechanical systems such as cams, pulleys and gears. Use electrical systems such as motors. Program, monitor and control using ICT
PSHE <i>Delivered through SCARF</i>	VALUING DIFFERENCES OK to be different We have more in common than not Advertising friendships Boys will be boys? Challenging stereotypes	ME AND MY RELATIONSHIPS Solve the friendship problem Assertiveness Don't force me Acting appropriately	BEING MY BEST What's the risk (2)	KEEPING MYSELF SAFE Traffic lights To share or not to share? Joe's story	RIGHTS AND RESPONSIBILITIES Fakebook friends	GROWING AND CHANGING I look great Media Manipulation Is this normal? Making babies What is HIV?
COMPUTING ONLINE SAFETY EACH HALF TERM	Programming Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand the difference between games and simulations Identify the various inputs that computer games can use Program a computer game by sequencing conditional statement Understand that programs are developed according to a plan Program an algorithm according to a plan Develop strategies for testing and debugging computer programs Understand that the behaviour of a computer program should be planned	Network Understand computer networks including the internet, how they can provide multiple services, such as the world wide web and the opportunities and collaboration. Understand that a computer network is a group of computers that are connected Know that computer networks allow users to communicate and share Understand that the internet is many networks that are connected to each and the router sends/receives information as packets of data Know that computers connected to the internet have their own address Use clear search terms when conducting internet searches in order to find things out Know that web pages are written in HTML Recognise and use basic HTML syntax	Data Handling – Introducing Spreadsheets Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information. Identify some parts of a spreadsheet and cell references Understand that spreadsheets can be used to store numerical data and make calculations Know that recalculations with different values can be done quickly To enter and formula to calculate totals and enter numerical data into cells Understand that graphs and charts can be easily created and changed from spreadsheet data Understand the SUM function can be used to create formulas that will perform addition calculations Use a spreadsheet to model a costing exercise	Designing and Developing Apps Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand the value of mobile technology and its future development Explore event-driven programming using a text-based programming language Understand the importance of decomposition Know that variables contain values Use algorithms to develop a solution to a problem and translate them into codes To develop an app according to a plan Develop strategies for testing and debugging computer programs	Programming – Designing and Developing 3D Animations Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Know how to add an object to a screen and program simple instructions Use procedures to move objects on a screen, test and debug an animation Simplify a program using procedures To use conditional statements Understand and use variables in a computer program Use decomposition to devise a storyboard for animation Develop an animation Test and debug an animation	Introducing 3D Computer Modelling Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information. To become familiar with basic Sketchup tools To build a house to scale using Sketchup Use features of graphical modelling software to develop a 3D model Evaluate and improve 3D models Add images to 3D models Import a Sketchup model to Google Maps
RE Key Question Who/what should we follow?	JUDAISM How do religions mark the 'signposts' and 'turning point' on the journey through life	CHRISTIANITY-GOD What is worth celebrating?	ISLAM What beauty and ugliness will we encounter?	CHRISTIANITY-JESUS Can saying sorry change things?	BUDDHISM Can people change?	CHRISTIANITY-THE CHURCH What do we commit ourselves to on our journey?



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MUSIC	I'LL BE THERE	CLASSROOM JAZZ 2	A NEW YEAR CAROL	HAPPY	YOU'VE GOT A FRIEND	REFLECT, REWIND AND REPLAY			
PE	Football	OAA & Dance	Athletics	Invasion Games	Cricket & Dodgeball	Gymnastics			
MFL – French	Habitats My Home			What's the date? Family			Seasons In the Jungle		
ENRICHMENT OPPORTUNITY	<p>Outdoor Learning</p> <p>WW2 themed day focused around evacuation and empathy.</p> <p>Visit to Liverpool Western Approaches – WW2 trip</p> <p>Trust, team-building and communication activities and initiatives at Aughton Quarry or other activity centre.</p>	<p>Cultural Diversity</p> <p>Biographies – Mae Jemison (first African female into space)</p> <p>Awareness of Jewish struggle during Holocaust & eradication of ethnic minorities by Adolf Hitler.</p> <p>Key historical leaders during WWII and their political views UK and USA: democracy, Soviet Union: communism Italy and Germany: fascism What was life like for these people in this time?</p> <p>Visit to Liverpool Cathedral – RE focus</p>	<p>Community Opportunities</p> <p>Singing WWI and II songs at Hillcroft Nursing Home</p> <p>Questioning and talking to residents at Hillcroft Nursing Home</p> <p>Studies of local heroes who thought in WWII – where are they now? Family members to come in and share experiences.</p> <p>WWII evacuation day involving the local church grounds.</p>	<p>Outdoor Learning</p> <p>Visit to Parbold and Fairy Glen – area of beauty under threat from local land fill proposal.</p> <p>Eco drive – Y6 to lead recycling and litter picking in the local community.</p> <p>Printing activities at Chapel Gallery</p>	<p>Cultural Diversity</p> <p>Border disputes and changes within Africa and other countries and discussions about British Empire</p> <p>Challenging geographical stereotypes – e.g. all places in Africa are deprived. Look at up and coming African countries (gold coast/Djibouti)</p> <p>BRIC countries – what makes a country significant in the world today – places of civil war and dispute in the world.</p> <p>Visit to Muslim mosque – RE focus</p> <p>Lancashire slave trade – relate to feelings and emotions of slaves during this time.</p>	<p>Community Opportunities</p> <p>Eco day – raising awareness of recycling and climate change (charity raising) – writing to Local MP *Rosie Cooper* about local environmental issues in Parbold.</p>	<p>Outdoor Learning</p> <p>Residential at Tower Wood – geography field skills, kayaking, mountain climbing, fell walking, river walk and analysis of animal adaptations.</p> <p>Fieldwork – what's the impact of human geography on physical geography of Lake District? How has tourism impacted on the Lakes?</p>	<p>Cultural Diversity</p> <p>Appreciation of Islamic scholars who shaped world today – challenge views Baghdad and war-torn Iraq.</p> <p>What do people think of Islam today – has it always been like this? Why do people think this?</p> <p>Jong Seon – Korean artist compared to well-known artists (John Constable and JMW Turner)</p>	<p>Community Opportunities</p> <p>Links with Ormskirk and St Bede's school – focus on transition with past pupils: Q&A session for Year 6 to support transition.</p>