



Hanwell Fields Community School
The best in everyone™
Part of United Learning

Curriculum Map

Foundation Subjects

Year 6

	TERM 1	TERM 2	TERM 3
Working Scientifically	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 		

<p style="text-align: center;">Science</p>	<p><u>Living things and their habitats:</u></p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups including micro-organisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. <p><u>Light:</u></p> <ul style="list-style-type: none"> • 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, 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. • 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. 	<p><u>Animals, including humans:</u></p> <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. • Describe the ways in which nutrients and water are transported within animals, including humans. <p><u>Electricity:</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><u>Evolution and inheritance:</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.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p>Digital Literacy- Online Safety:</p> <ul style="list-style-type: none"> • Explain the importance of keeping their own data and that of others safe. • <p>Information technology- Using a variety of software:</p> <ul style="list-style-type: none"> • Create and share mixed media presentations online for a specific audience. • Communicate and collaborate through online systems using a variety of tools. • Justify their selection of content from different digital devices and applications to accomplish a specific goal. 	<p>Computer Science- Coding:</p> <ul style="list-style-type: none"> • Solve complex problems by decomposing into smaller parts. • Use sequencing, selection, loops and repetition in programs that involve multiple variables. • Debug programs containing selection, loops, repetition and variables. • Make generalisations by comparing programs in two different visual programming languages. <p>Digital Literacy- Effective Searching:</p> <ul style="list-style-type: none"> • Explain how search results are selected and ranked. • Be discerning when evaluating information and digital content found online. 	<p>Information technology- Databases:</p> <ul style="list-style-type: none"> • Communicate and collaborate through online systems using a variety of tools. • Justify their selection of content from different digital devices and applications to accomplish a specific goal. • Design a data collection project and analyses the results. <p>Computer Science- Hardware Investigating:</p> <ul style="list-style-type: none"> • Explain how computer networks work.
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History	<p>The Victorian’s – Looking at the way of life Study of the Industrial Revolution Knowledge of Dr Barnardo and his work in relation to the welfare of children. Florence Nightingale and her influence on hospitals and the sick.</p>	<p>Study the Banda Ache Earthquake – Tsunami as a modern-day historical event</p> <p>Changes in Britain From the Stone Age to the Iron Age – Embedding previous learning. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of the history of Britain, to include more recent historical and significant events:</p> <p>Berlin Wall Ground Zero Brexit</p>	<p>Linked to the previous term – Power, empire and democracy Change & continuity</p> <p><i>How have people’s rights in Europe changed over time?</i></p> <p>Charity Project</p>
Geography	<p>Titanic – Grid references Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>		<p>Restless Earth: Physical geography Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and under water. 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.</p>

<p style="text-align: center;">Art & Design</p>	<p>Painting – Victorian portrait</p> <ul style="list-style-type: none"> •Select from different methods to apply colour using a variety of tools and techniques to express mood/emotion- colour wash as base onto which to add details •Paint with water colours, mix colours and use range of ways of including tone – adding white/black, using more paint, using more water, layering /painting over top •Plan/paint symbols and forms when exploring the work of other cultures- combining pencil drawing with painting to mark out both subject and background •Using manikin to understand proportion in the human form- plan and complete a set of prelim drawings to plan a piece. 	<p>Digital art - -landscape</p> <ul style="list-style-type: none"> •Introduce the work of David Hockney and how his work has developed to embrace technology •Use a digital art programme (ipad) , making decisions about how and where to place images and using colour to convey a message •Use photographs to inspire landscapes 	<p>Portrait of an artist Michael Craig Martin</p> <ul style="list-style-type: none"> •Describe the work of a great artist •Learn about their style and describe how this is similar to and different from other great artists/practices •Make links to own work •Plan and annotate and record ideas as thumbnails •Build up drawings of parts of designs using a range of techniques •Know what contemporary means
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D&T	<p>Mechanisms – moving toys – link to Victorians Investigate, disassemble, evaluate</p> <ul style="list-style-type: none"> • Investigate toys with cams – which parts turn, move and how are the parts attached? • Look at the decoration around the mechanism • Make models using construction kits and consider the use of a cam (refer to above question) <p>Focused practical task</p> <ul style="list-style-type: none"> • Try assembling different shaped cams using card and split pins and observe their movement- how does it change depending on the shape of the cam? • Discuss and demonstrate safety aspects of using a bench hook and drill • Demonstrate need to measure accurately when mounting the mechanism, how to keep cam in place and how to use a wheel to make a handle • Experiment adding holes for fixings with opened out cardboard boxes <p>Design and make, evaluate</p> <ul style="list-style-type: none"> • Agree the design brief – purpose and audience • Create storyboard plan- step by step order, identifying materials 	<p>Structures – aqueducts Investigate, disassemble, evaluate</p> <ul style="list-style-type: none"> • Investigate a range of structures – What materials used? Why? How have they been used? What do the different parts do? Which structures are the strongest? • Research structure of aqueducts – produce labelled drawings <p>Focused practical task</p> <ul style="list-style-type: none"> • Investigate strengthening a square structure with diagonals and triangles, test • Experiment with ways of joining materials- plastic, paper, wood, fabric <p>Design and make, evaluate</p> <ul style="list-style-type: none"> • Discuss brief of designing an aqueduct to contain water and transport a model boat • Revise findings re how to strengthen structures • Develop idea through drawings and models – How will it stand up? Where are the weak points? How will they be reinforced? it stops water from leaking. Test and adjust • Make and evaluate against the brief 	<p>Mechanisms – controllable vehicle Investigate, disassemble, evaluate</p> <ul style="list-style-type: none"> • Experiment with controllable vehicles and consider – Where does the power come from? Compare similarities and differences • How are the models constructed and component parts joined together? Draw and label diagrams from a range of angles (include example of an airboat) <p>Focused practical task</p> <ul style="list-style-type: none"> • Investigate a range of switches and how they work – build examples • Investigate using a motor to power a fan – how can this produce forward motion? Experiment with paper, motors to create forward motion, how can we change speed and direction? Demonstrate the use of equipment - e.g., wire cutters, /strippers, mounting clips, connector strips <p>Design and make, evaluate</p> <ul style="list-style-type: none"> • Discuss design brief – an airboat Viking long ship and consider needs of the user • Create designs vis drawings and models, make adjustments after testing • Evaluate final product against the brief
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	<p>and tools needed and desired finish</p> <ul style="list-style-type: none"> •Review progress – How well is this working? Are changes to the design needed? •Evaluate finished product 		
Music	<p>Singing – combining melody and rap</p> <p>S1. Sing or rap with increasing confidence, expression and skill, taking on different parts in the song.</p> <p>P1. Perform a range of vocal and instrumental parts with confidence and technical accuracy.</p> <p>MU1. Demonstrate confident understanding of musical language and features, such as dynamics, tempo, texture, timbre and structure when discussing live and recorded music.</p>	<p>Composing – using rhythm and melody</p> <p>MU2. Use knowledge of musical notation to play and sing with accurate rhythm; create their own melodic compositions, combining knowledge of stave and rhythmic notation.</p> <p>IC3. Compose and perform a short melodic phrase within a range of 5 notes, and record on the stave. Begin to use dotted notes with support.</p> <p>MU3. Notation: Identify notes on the stave, using resources to support if necessary, and use this knowledge to record own melodies</p>	<p>Composition – sampling using Garageband</p> <p>LA2. Listen and evaluate a range of live and recorded music, recognising some elements of different genres, styles and times.</p> <p>MU1. Demonstrate confident understanding of musical language and features, such as dynamics, tempo, texture, timbre and structure when discussing live and recorded music.</p> <p>IC1. Use a variety of musical devices, timbres, textures, techniques, etc. when creating and making music.</p> <p>IC2. Create a composition which demonstrates understanding of timbre, dynamics and structure and discuss the choices made.</p> <p>LA1. Critique own and others' compositions offering specific comments and justifying these with reference to timbre, tempo, dynamics or structure.</p>

<p>PE</p>	<p>Cross Country: mental resilience, stamina, fitness, pacing, sprint finishing, working in groups</p> <p>Striking different balls in different ways: Tennis, cricket, rounders, hockey, badminton</p> <p>Tag rugby: reminding the basics: stay behind the ball, run forward, pass backwards. Understanding how to create space, working at speed, developing decision making, passing.</p> <p>Netball: space and speed, communication, space hunting, marking, area restrictions.</p>	<p>Gymnastics: putting together a short performance using equipment. Self-assessed and peer assessed.</p> <p>Sports Hall Athletics: full set of events. Working towards awards.</p> <p>Hockey: space, tackling, pushing and hitting, marking.</p>	<p>Basketball: ball control, travelling, shielding, passing, shooting, space hunting, communication.</p> <p>Athletics: Quad kids – 75m sprint, 600m run, Standing long jump, vortex throw.</p> <p>Cricket & rounders: bowling, fielding, catching, batting.</p> <p>Tennis: forehand and backhand, controlling the ball</p>
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RE	<p><u>Islam</u></p> <ul style="list-style-type: none"> • Explore the stories and lives of the different prophets in Islam. • Compare the similarities and differences of the prophets between Islam and Christianity. <p><u>Christianity</u></p> <ul style="list-style-type: none"> • Explore the difference between the sacred and secular Christmas. • Reflect and analyse whether Christians should be the only ones to celebrate Christmas. 	<p><u>Judaism</u></p> <ul style="list-style-type: none"> • Explore the different stories of Judaism that influence Jewish people and their lives. <p><u>Buddhism</u></p> <ul style="list-style-type: none"> • Explore the moral dilemmas that affect humans and how Buddhist teachings and values help overcome them. • Reflect on their own approaches to overcoming moral dilemmas. 	<p><u>Sikhism</u></p> <ul style="list-style-type: none"> • Understand the different articles of faith in Sikhism that show their commitment. • Reflect on their own methods of showing commitment to their own communities, identity groups or religious groups. <p><u>Hinduism</u></p> <ul style="list-style-type: none"> • Know and recognise the morals and messages inspired by Hindu Gods and Goddesses.
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PSHE and RSE	<p><u>Me and my relationships</u> Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry.</p> <p><u>Valuing Difference</u> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes.</p>	<p><u>Keeping myself safe</u> Know that it is illegal to create and share sexual images of children under 18 years old. Demonstrate an understanding that drugs can have both medical and non-medical uses; explain in simple terms some of the laws that control drugs in this country.</p> <p><u>Rights and responsibilities</u> Define the terms 'fact', 'opinion', 'biased' and 'unbiased'. Explain some benefits of saving money; describe the different ways money can be saved. Recognise and explain that different jobs have different levels of pay and the factors that influence this. Understand that we live in a democratic country and what is meant by democracy.</p>	<p><u>Being my best</u> Identify aspirational goals and describe the actions needed to set and achieve these. Know how to how to make a clear and efficient call to emergency services.</p> <p><u>Growing and changing</u> Understand the risks of sharing images online and how these are hard to control, once shared. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. Understand what FGM is and that it is an illegal practice in this country.</p>
French	<p>Listen to and understand a story with complex sentences and a wider range of vocab than those of year 5. Take part in a dramatical retelling of a story, memorising groups of sentences. Revise numbers to 100, days and months, hobbies/pastimes, weather phrases. Spell numbers to 100. Tell time to nearest quarter hour. Know midday, midnight, yesterday and today.</p>	<p>Know how to say when your birthday is. Learn names for items of clothing and compose a simple sentence about what a person is wearing. Learn phrases about the weather. Learn the names of the four seasons. Learn names for parts of the body. Use parts of body in sentences about how a person is feeling. Know some informal French words ('bof'). Use 'mon', 'ma', 'mes' with objects.</p>	<p>Describe places in a town or village. Use a French/English dictionary to translate an English word into French and make the correct choice if there is more than one translation given. Revise pronunciation and agreements for gender and plurals. Know that some adjectives are placed <i>before</i> the noun. Name some francophone countries and some French social customs.</p>

