



Curriculum Map 2024-2025

Year 6

Term/ Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
*Individual plans and long-term plans for each subject can be found via Kapow: https://www.kapowprimary.com/						
Science	Living Things: Classifying Big and Small	Light and Reflection	Living Things: Evolution and Inheritance	Energy: Circuits, Batteries and Switches	Animals: Circulation and Exercise	Are Some Sunglasses Safer Than Others?
Computing	Computing systems and networks: Bletchley Park	Programming: Intro to Python	Data handling 1: Big Data 1	Creating media: History of computers	Data handling 2: Big Data 2	Online safety: Year 6
History		What was the impact of World War II on the people of Britain?		What did the Greeks do for us?		The Sikh Empire
Geography	Why does population change?		Where does our energy come from?		Can I carry out an independent fieldwork enquiry?	
DT		Textiles: Anderson Shelters		Structure: Playgrounds		Cooking and Nutrition: Come Dine With Me & Chocolate Week
Art	Painting and mixed media: Artist study		Sculpture and 3D: Making memories		Drawing: making my voice heard	
RE	Why does religion look different around the world? (Part 1)	Why does religion look different around the world? (Part 2)	Why is it better to be there in person?	Why is there suffering? (Part 1)	Why is there suffering? (Part 2)	What place does religion have in our world today?



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Music	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Songs of World War 2	Theme and variations (Theme: Pop Art)	Film music	Baroque	Composing and performing a Leavers' song
PSHE	Family and Relationships	Health and Wellbeing	Citizenship	Economic Wellbeing	Identity	Safety and RSE
PE	Invasion Games - Football/rugby & circuits/badminton	Invasion Games - Football/rugby & circuits/badminton	Invasion Games - Netball/hockey & gymnastics/dance	Invasion Games - Netball/hockey & gymnastics/dance	Striking & Fielding Games - Rounders & swimming	Games - Athletics & swimming
MFL	Clothes	School Life	Household Tasks	Shopping	Free Time	Maya City Treasure Hunt
School Trips	Imperial War Museum? Tate Modern?		Natural History Museum? Science Museum?		Restaurant? Thorpe Park (SATs reward)	

Science Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none"> Define the term 'organism' and name the seven life processes of all living things. Describe the work of Carl Linnaeus. Define the term 'vertebrate' and name the vertebrate groups. Describe the characteristics of fish, amphibians, reptiles, birds and mammals. Compare the characteristics of the vertebrate groups. Define the term 'invertebrate'. Describe the characteristics of worms, snails, spiders and insects. Compare the characteristics of the invertebrate groups. 	<ul style="list-style-type: none"> Define and identify variation in organisms and recall that it is caused by inherited and environmental factors. Recall that living things produce offspring of the same kind but are not normally identical to their parents. Describe patterns of inheritance from parent to offspring in a given example or family tree. Describe what an adaptation is; it cannot be chosen and is usually inherited. Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive. 	<ul style="list-style-type: none"> Recall factors that improve someone's health and those that impact health negatively and suggest improvements to someone's health. Describe the circulatory system as the heart and blood vessels transporting blood around the body and recall that the heart is a pump that pushes blood through the circulatory system. Describe the pathway of blood through the circulatory system, including passing through the heart twice in a complete circuit through the body.



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<ul style="list-style-type: none">• Name the plant groups.• Describe the characteristics of flowering plants, ferns, mosses and conifers.• Define the term 'micro-organism' and name some examples.• Use a classification key to group and identify organisms.• Make a simple classification key.	<ul style="list-style-type: none">• Explain how variation may affect survival within a population and recall what natural selection means.• Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species.• Recall different types of evidence that can be used to explain evolution and describe methods that make scientists' results or conclusions more trustworthy.• Sort variation as environmental, inherited or a mixture of both.• Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control.• Comment on the reliability of the results and the degree of trust.• Consider how evidence is used to form theories and the degree of trust the evidence offers.	<ul style="list-style-type: none">• Describe some of the functions of blood, including transporting substances like oxygen, water and nutrients around the body.• Recall what is meant by heart rate and research using multiple websites to find reliable animal masses.• Identify the pattern between animals' size and heart rate and quote values as evidence.• Describe how different exercises affect heart rate and explain why heart rate changes during exercise.• Describe what happens to heart rate during and after exercise and compare two sets of heart data to identify a link between heart rate and fitness.
<ul style="list-style-type: none">• Compare sources of light and explain how the eye is protected from light.• Describe how light travels and how we see luminous and non-luminous objects.• Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow.• Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that cast it.• Recall what happens to light when it reaches a smooth mirror surface.	<ul style="list-style-type: none">• Describe the function of key electrical components and explain how the models used in the lesson represent these.• Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components.• Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance.• Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred.• Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness.	INFORMATION NOT ON KAPOW YET



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<ul style="list-style-type: none">• Identify the incoming and reflected rays and describe the relationship between their angles.• Use mirrors to make a working periscope and explain how a periscope works using ray diagrams.• Recall a range of uses of mirrors and reflection and describe how a mirror reflects light in different situations.• Explain how light is reflected using knowledge of light and reflection.• Make observations about the properties of light.• Use my observations as evidence to support conclusions about light.• Draw ray diagrams.• Pose testable questions in response to observations.• Record my measurements as a line graph.• Use my line graph to extrapolate data and make predictions about missing values.• Recall various jobs or inventions that use mirrors and reflection.	<ul style="list-style-type: none">• Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs.• Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors.• Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit.• Draw circuit diagrams with straight lines and using standard circuit symbols.• Design a results table with an appropriate number of columns and headings with units.• Identify the changed, measured and control variables in an enquiry to plan a method.	
Key Vocabulary: amphibian, binomial system, bird, characteristic, classify, classification key, cold-blooded, conifer, exoskeleton, fern, fish, flowering plant, insect, invertebrate	Key Vocabulary: adaptation, ancestor, characteristic, competition, environmental, evidence, evolution, extinct, fossil, gene, habitat, inherit, natural selection, offspring	Key Vocabulary: balanced diet, blood, bloodstream, blood vessels, carbon dioxide, circulatory system, diet, drug, exercise, fitness, health, heart, heart rate, lifestyle, lungs, mass, nutrient, oxygen, pulse, pump (verb), rate, resting heart rate, transport, water
Key Vocabulary: cast, incoming ray, light ray, light source, luminous, mirror, non-luminous, opaque, periscope, pupil, ray diagram, reflected ray, reflective, shadow	Key Vocabulary: ammeter, appliance, battery, bulb, buzzer, cell, circuit, circuit diagram, component, current, electricity, motor, power source, resistance	INFORMATION NOT ON KAPOW YET



Computing Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">• Explain that codes can be used for a number of different reasons and decode messages.• Explain how to ensure a password is secure and how this works.• Create a simple website with information about Bletchley Park including the need to build electronic thinking machines to solve cipher codes.• Explain the importance of historical figures and their contribution towards computer science.• Present information about their historical figure in an interesting and engaging manner.	<ul style="list-style-type: none">• Understand why barcodes and QR codes were created.• Create (and scan) their own QR code using a QR code generator website.• Explain how infrared can be used to transmit a Boolean type signal.• Explain how RFID works, recall a use of RFID chips, and type formulas into spreadsheets.• Take real-time data and enter it effectively into a spreadsheet.• Presenting the data collected as an answer to a question.• Recognising the value of analysing real-time data.• Analyse and evaluate transport data and consider how this provides a useful service to commuters.	<ul style="list-style-type: none">• Recognise that data can become corrupted within a network and that data sent in packets is more robust, as well as identify the need to update devices and software.• Recognise differences between mobile data and WiFi and use a spreadsheet to compare and identify high-use data activities and low-use data activities.• Make links between the Internet of Things and Big Data and give a basic example of how data analysis/analytics can lead to improvement in town planning.• Explain ways that Big Data or IoT principles could be used to solve a problem or improve efficiency within the school and prepare a presentation about their idea, considering the privacy of some data.• Present their ideas about how Big Data/IoT can improve the school and provide feedback to others on their presentations.
<ul style="list-style-type: none">• Iterate ideas, testing and changing throughout the lesson and explain what their program does.• Use nested loops in their designs, explaining why they need two repeats.• Alter the house drawing using Python commands; use comments to show a level of understanding around what their code does.• Use loops in Python and explain what the parts of a loop do.	<ul style="list-style-type: none">• Explain how to record sounds and add in sound effects over the top.• Produce a simple radio play with some special effects and simple edits which demonstrate an understanding of how to use the software.• Create a document that includes correct date information and facts about the computers and how they made a difference.• Demonstrate a clear understanding of their device and how it affected modern computers,	<ul style="list-style-type: none">• Discuss various issues online that can leave pupils feeling sad, frightened, worried or uncomfortable and can describe numerous ways to get help.• Explain how sharing online can have both positive and negative impacts.• Be aware of how to seek consent from others before sharing material online and describe how content can still be shared online even if it is set to private.



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<ul style="list-style-type: none">Recognise that computers can choose random numbers; decompose the program into an algorithm and modify a program to personalise it.	<p>including well-researched information with an understanding of the reliability of their sources.</p> <ul style="list-style-type: none">Describe all of the features that we'd expect a computer to have including RAM, ROM, hard drive and processor, but of a higher specification than currently available.	<ul style="list-style-type: none">Explain what a digital reputation is and what it can consist of.Understand the importance of capturing evidence of online bullying and demonstrate some of these methods on the devices used at school.Describe ways to manage passwords and strategies to add extra security, such as two-factor authentication.Explain what to do if passwords are shared, lost or stolen.Describe strategies to identify scams.Explain ways to increase their privacy settings and understand why it is important to keep their software updated.
Key Vocabulary: Acrostic Code, Brute force hacking, Caesar cipher, Chip and pin system, Cipher, Code, Combination, Contribute, Convince, Date shift cipher, Discovery, Hero, Invention, Nth Letter Cipher, Password, Pig Latin, Pigpen cipher, Present, Scrambled, Secret, Secure, Technological advancement, Trial and error	Key Vocabulary: algorithm, barcode, boolean, brand, chip, commuter, contactless, data, encrypt, infrared, proximity, QR code, QR scanner, radio waves, RFID, signal, spreadsheet, systems analyst, transmission, wireless	Key Vocabulary: Big Data, Bluetooth, Corrupted, Data, Energy, GPS, Improve, Infrared, Internet of Things, Personal, Privacy, QR codes, Revolution, RFID, SIM, Simulation, Smart city, Smart school, Stop motion, Threat, WiFi, Wireless
Key Vocabulary: Algorithm, Code, Command, Design, Import, Indentation, Input, Instructions, Loop, Output, Patterns, Random, Remix, Repeat, Shape	Key Vocabulary: gigabyte, GPU, graphics, hard drive, kilobyte, megabyte, memory storage, mouse, operating system, overlay, radio play, RAM, record, ROM, script, Smartphone, sound clip, sound effect, terabyte, touch screen, track, trackpad	Key Vocabulary: digital personality, financial information, hacking, inappropriate, malware, online bullying, online reputation, password, personal information, phishing, privacy settings, private, reliable source, report, respect, scammers, screen grab, screenshot, secure, selfie, software updates, two-factor authentication, URL, Username

History Learning Objectives:



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Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">Identify the causes of World War 2.Identify the different phases in the Battle of Britain.Make inferences and deductions about a photograph.Describe how children may have felt when evacuated.Evaluate the accuracy and reliability of sources.Describe the impact WW2 had on women's lives.	<ul style="list-style-type: none">Describe the features of ancient Greece.Identify the key periods in the ancient Greek civilisation.Make inferences about Greek gods.Research a Greek god.Compare Athens and Sparta.Understand the different types of democracy.Explain how Athenian democracy worked.Explain what philosophy is.Identify the achievements of the ancient Greek philosophers.Identify the ancient Greeks' legacies and their impact.	<ul style="list-style-type: none">Explain terms such as unification and absolute power.Identify the skills and behaviours of leaders that contributed to achieving a goal.Describe and assess the impact of beliefs on change.Identify the significance of trade routes.Make deductions and inferences from sources.Apply criteria to decide and explain historical significance.Describe how and why interpretations are different.Make observations and explain historical achievements.
Key Vocabulary: accuracy, air raid, Battle of Britain Bias, The Blitz, evacuation, evacuee, impact, propaganda, purpose, reliability	Key Vocabulary: assembly, constitutional monarchy, democracy, direct democracy, ethics, government, period, philosophy, oligarchy, representative democracy	Key Vocabulary: absolute power, achievements, beliefs, bias, civilisation, community, compare, contrast, cultural diversity, cultural exchange, discrimination, equality, fairness, global trade, historical significance, historical source, impact, inclusive, interpretation, justice, Maharaja Ranjit Singh, maritime routes, monarchy, perspective, political stability, power dynamics, Punjab, remarkable, respect, significant, Sikh Confederacy (Misl Confederacy), Sikh Empire, society, trade routes, unification

Geography Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">Identify the most densely and sparsely populated areas.	<ul style="list-style-type: none">Describe the significance of energy.	<ul style="list-style-type: none">Give examples of issues in the local area.



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<ul style="list-style-type: none">• Describe the increase in global population over time.• Begin to describe what might influence the environments people live in.• Define birth and death rates, suggesting what may influence them.• Define migration, discussing push and pull factors.• Explain why some people have no choice but to leave their homes.• Describe the causes of climate change, explaining its impact on the global population.• Suggest an action they can take to fight climate change.• Calculate the length of a route to scale.• Follow a selected route on an OS map.• Use a variety of data collection methods, including using a Likert scale.• Collect information from a member of the public.• Create a digital map to plot and compare data collected from two locations.• Suggest an idea to improve the environment.	<ul style="list-style-type: none">• Give examples of sources of energy and their trading routes.• Define renewable and non-renewable energy.• Discuss the benefits and drawbacks of different energy sources.• Describe the significance of the Prime Meridian.• Identify human features on a digital map.• Discuss how transport links have changed over time.• Locate UK cities on a map.• Use six-figure grid references to identify features on an OS map.• Consider and justify the location of energy sources.• Design and use interview questions.• Plot points on a sketch map.	<ul style="list-style-type: none">• Identify questions to be asked to find the relevant data.• Justify which data collection method is most suitable.• Design an accurate data collection template.• Identify areas along a route that are best for data collection.• Discuss how to mediate potential risks.• Collect data at points located on an OS map.• Manage risks during a fieldwork trip.• Identify any outcomes from data collected.• Map data digitally.• Describe the enquiry process.•
Key Vocabulary: air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, migrants, migration, natural increase, noise pollution, population, population density, population distribution, pull factors, push factors, qualitative, quantitative, refugee, region, sparsely populated, voluntary	Key Vocabulary: biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, wind power, six-figure grid reference	Key Vocabulary: analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoint



Design Technology Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">Consider a range of factors in their design criteria and use this to create an Anderson shelter design.Use a template to mark and cut out a design.Attach a secure fastening, as well as decorative objects.Evaluate their final product.	<ul style="list-style-type: none">Create five apparatus designs, applying the design criteria to their work.Make suitable changes to their work after peer evaluation.Make roughly three different structures from their plans using the materials available.Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas.Secure their apparatus to a base.Make a range of landscape features using a variety of materials which will enhance their apparatus.	<ul style="list-style-type: none">Find a suitable recipe for their course.Record the relevant ingredients and equipment needed.Follow a recipe, including using the correct quantities of each ingredient.Write a recipe, explaining the process taken.Explain where certain key foods come from before they appear on the supermarket shelf.
Key Vocabulary: annotate, decorate, design, criteria, fabric, target customer	Key Vocabulary: apparatus, design criteria, equipment, playground, landscape features, cladding	Key Vocabulary: balance, bitter, bridge method, complement, cookbook, cross-contamination, enhance, equipment, farm to fork, flavours, ingredients, method, research, pairing, recipe, preparation, salty, sour, storyboard, sweet, umami

Art Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">Understand a narrative and use descriptive language to tell a story.Suggest ideas for the meaning behind a picture.Identify different features within a painting and use the formal elements to describe it.	<ul style="list-style-type: none">Discuss the work of artists that appreciate different artistic styles.Create a sculpture to express themselves in a literal or symbolic way.Reflect verbally or in writing about creative decisions.	<ul style="list-style-type: none">Collect a good range of imagery, adding annotated notes and sketches.Make relevant comparisons between different styles of art.Use tools effectively to explore a range of effects.



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<ul style="list-style-type: none">• Be creative and imaginative in finding their own meaning in a painting.• Use their own art or personal experiences to justify their ideas.• Read a picture well and see beyond the first glance, analysing and evaluating it successfully.• Reflect on personal experiences to convey through their own piece of abstract art.• Contribute to discussions to either the class, group or talk partner.• Understand and choose a meaningful message to convey through imagery, creating some different composition ideas.• Select an appropriate artist.• Collect a range of information that is presented in an interesting and pleasing way in sketchbooks.• Generate an idea for a final piece, demonstrating some inspiration from their chosen artist.• Produce a final piece of work, selecting appropriate tools and materials to create an intended effect.• Experiment and revisit ideas, drawing on creative experiences.• Work in a sustained way to complete a piece, making evaluations at each stage.	<ul style="list-style-type: none">• Suggest ways to represent memories through imagery, shapes and colours.• Draw a composition of shapes developed from initial ideas to form a plan for a sculpture.• Competently use scissors to cut shapes accurately.• Talk about artists' work and explain what they might use in their own work.• Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed.• Successfully translate plans to a 3D sculpture.• Work mostly independently, experimenting and trying new things.• Identify and make improvements to their work.• Produce a completed sculpture demonstrating experimentation, originality and technical competence.• Competently reflect on successes and personal development.	<ul style="list-style-type: none">• Respond to the meaning of a spirit animal through drawing.• Generate symbols that reflect their likes and dislikes with little support.• Create a tile that is full of pattern, symbols and colours that represents themselves.• Discuss ideas to create light and dark through drawing techniques.• Explain the term chiaroscuro.• Apply chiaroscuro to create light and form through a tonal drawing.• Understand the impact of using techniques for effect.• Participate in a discussion that examines the similarities and differences between different styles of art.• Form their own opinions about what art is, justifying their ideas.• Identify a cause and decide what message they want to convey.• Understand artist's choices to convey a message.• Review sketchbook and creative work to develop a drawn image.• Review and revisit ideas to develop their work.
Key Vocabulary: abstract, analyse, artist, compose, compositions, convey, evaluation, inference, interpret, justify, meaning, medium, mixed media, narrative, respond, tableau, technique, thought-provoking, translate	Key Vocabulary: assemblage, attribute, collection, composition, embedded, expression, identity, juxtaposition, literal, manipulate, originality, pitfall, relief, representation, sculpture, self, symbolic, tradition	Key Vocabulary: aesthetic, audience, character traits, chiaroscuro, commissioned, composition, expressive, graffiti, guerrilla, imagery, impact, interpretation, mark making, Maya, Mayan, mural, representative, street art, symbol, symbolic, technique, tonal, tone



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Music Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">Engage in discussion about the sounds of an orchestral piece.Have a selection of varied vocabulary in response to what they hear.Change dynamics and pitch, differentiating between the two.Take the role of conductor or follow a conductor.Change texture within their group improvisation and talk about its effect.Create a graphic score to represent sounds.Follow the conductor to show changes in pitch, dynamics and texture.	<ul style="list-style-type: none">Performing rhythms confidently either on their own or in a group.Identify the sounds of different instruments and discuss what they sound like.Make reasonable suggestions for which instruments can be matched to which art pieces.Recall the names of several instruments according to their orchestra sections.Keep the pulse using body percussion.Sing with control and confidence.Name rhythms correctly.Copy rhythms accurately with a good sense of pulse.Draw rhythms accurately.Show a difference between musical variations.Show creativity in a finished musical product.	<ul style="list-style-type: none">Define some key features of Baroque music, including recitative, canon, ground bass and fugue.Take part in a vocal improvisation task based on Baroque recitative.Play several parts of a canon using staff notation, with or without letter names.Compose a ground bass melodic ostinato.Notate a ground bass pattern using staff notation.Name some well-known Baroque composers and describe what musical features they were known for.Learn a fugue part by reading staff notation, with or without note names.Perform a fugue.
<ul style="list-style-type: none">Use musical and comparative language in discussion.Follow the melody line.Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.Sing the correct words at the correct time.Recall the counter-melody line.	<ul style="list-style-type: none">Identify how different styles of music contribute to the feel of a film.Participate in discussions, sharing their views and justifying their answers.Use the terms 'major' and 'minor'.Identify different instruments to describe how music evokes different emotions.Identify pitch, tempo and dynamics, and use these to explain and justify their answers.Give reasonable and thought-out suggestions for what different graphic scores represent.Use their body, voice and instruments to create sounds to represent a given theme.Create a musical score to represent a composition.	<ul style="list-style-type: none">Identify and evaluate the musical features of a song.Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.Fit an existing melody over a four-chord backing track.Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.Record melodies using letter notation.



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	<ul style="list-style-type: none"> Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film. 	<ul style="list-style-type: none"> Perform the leavers' song with confidence.
Key Vocabulary: audio/video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practising, group work, ensemble	Key Vocabulary: 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind	Key Vocabulary: Baroque, bass clef, canon, fugue, ground bass, opera, oratorio, polyphonic, recitative
Key Vocabulary: music, morale, Britain, troops, frontline, Vera Lynn, contrast, tempo, higher and lower, diaphragm, melody, phrase, graphic score, pitch, Do Re Mi Fa So La Ti, counter-melody, harmony, Solfa	Key Vocabulary: accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, convey, crescendo, descending, dynamics, emotion, imagery, improvise, interpret, interval, major, melodic, minor, modulate, orchestral, pitch, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison	Key Vocabulary: allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, upbeat, verse

PSHE Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none"> Understand that everyone can expect a level of respect but this can be lost. Understand what respect is and how they should be respected. Understand how stereotypes influence our ideas and opinions. Understand a range of stereotypes and share this information effectively. Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise. Understand the term grief and describe some of the associated emotions. 	<ul style="list-style-type: none"> Understand that education is a human right and why education is important. Understand some environmental issues relating to food and food production. Understand the importance of caring for others and that we all have a responsibility to care for things and people around us. Understand what prejudice and discrimination are and why and how they should be challenged. Understand the value of diversity in society, including significant individuals. Understand the roles and responsibilities of people in government. 	<ul style="list-style-type: none"> Understand the factors which make up identity. Understand that images can be manipulated by the professional media but also by individuals and that they are not realistic.



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<ul style="list-style-type: none">• Describe qualities or values they want to develop and create achievable goals.• Describe the importance of relaxation and suggest different strategies.• Describe how they take care of their physical wellbeing.• Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this.• Describe what resilience is, why it is important and some useful resilience strategies.• Understand how vaccination works and why it is important to individuals.• Understand that habits can be good or bad for health.• Understand that changes in their body could indicate illness and know what to do if they notice them.	<ul style="list-style-type: none">• Understand feelings about money and the impact they can have.• Explain how to safeguard money in both digital and physical environments.• Know the money changes when moving to secondary school.• Understand the risks of gambling.• Explain how careers function in different settings and what roles and responsibilities come with them.• Explore different career routes and their requirements.	<ul style="list-style-type: none">• Understand some of the reasons adults decide to drink or not drink alcohol.• Understand some ways to check that a news story is real.• Understand how they should behave online and the impact negativity can have.• Understand of changes that take place during puberty.• Understand the menstrual cycle and that a male and a female are needed to conceive a baby.• Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.• Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty.• Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given.
Key Vocabulary: authority, conflict, earn, expectation, grief, grieving, resolve, respect, stereotype	Key Vocabulary: Authority, Conflict, Earn, Expectation, Grief, Grieving, Protected characteristics, Resolve, Respect, Stereotype	Key Vocabulary: Change, Identity, Images, Manipulation, Media
Key Vocabulary: antibodies, growth mindset, habit, qualities, responsibility, skill, vaccination	Key Vocabulary: earnings, educational requirements, expenses, gambling, responsibilities, risks, safeguard, university, valuables, workplace	Key Vocabulary: Alcohol, Bladder, Breasts, Cervix, Clitoris, Conception, Cyberbullying, Egg or ova, Ejaculation, Erection, Fallopian tube, Fertilisation, Genitals, Internet trolling, Labia, Menstruation/period, Nipples, Ovary/ovaries, Penis, Pregnant, Puberty, Pubic hair, Scrotum, Sexual intercourse, Sperm, Sperm duct, Testicles/testes, Urethra, Uterus, Vagina, Vaginal opening, Voice breaking, Vulva, Wet dreams, Womb



RE Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">• Explain the meaning and origin of the prefix 'omni' and understand the significance of omni words in religious circumstances.• Compare similarities and differences between the Abrahamic religions.• Recall why different worldviews may have interpreted similar origins differently.• Give reasons about why Shabbat can be observed differently.• Consider how geography and culture can affect religious traditions.• Explain why people may choose to wear head wear or hair coverings to support their belief.	<ul style="list-style-type: none">• Identify the common features and significance of both religious and non-religious gatherings.• Suggest reasons people might attend such events.• Explain the importance of place, people and practice in the context of gatherings.• Articulate the importance of Jerusalem to Jewish people.• Discuss why the Dome of the Rock is important to some Muslim people.• Identify the significance of Makkah for many Muslims.• Explain the significance of various pilgrimage sites in different religious worldviews.• Make thoughtful connections between the pilgrimage sites and the concept of spirituality.	<ul style="list-style-type: none">• Consider different responses to suffering.• Explore their own views and responses to suffering.• Acknowledge that many Buddhists accept that suffering is a part of everybody's lives.• Define the words Hukam and Naam and explain how they can be helpful to some Sikhs.• Share reasons why many Sikhs live good lives despite the belief that God has a plan for them.• Explain some Shinto beliefs about kami.• Rank ideas to show their personal responses.• Consider how their learning has reflected or developed their own views about suffering.
<ul style="list-style-type: none">• Give reasons why beliefs vary across a country such as India.• Recognise some ways Hindu worship is influenced by geography, history and culture.• Recognise the factors that can influence beliefs.• Identify differences within stories related to Diwali.• Explain why there are different artistic representations of Buddha.• Understand some reasons why there are different Buddhist teachings and practices.• Give examples of differences within and between worldviews.	<ul style="list-style-type: none">• Make links between the creation story in Genesis and the concept of suffering.• Suggest some ideas as to why suffering exists in the world.• Discuss passages from Genesis that relate to free will, demonstrating an understanding of context.• Identify different reasons why humans may make choices that cause suffering.• Relate stories such as Adam and Eve's choice in Genesis, Jesus' temptation and concepts from other religions to the theme of human wrongdoing and suffering.• Draw connections between stories from scripture.	<ul style="list-style-type: none">• Reflect on their own learning and how it has impacted their personal development.• Analyse census data to identify trends and changes in the religious makeup of the UK.• Reflect on how their local area's data compares with an alternative area and national trends.• Discuss reasons for the changing uses of religious buildings over time.• Analyse and respond to data about religious diversity across the world.• Discuss the historical and geographical influences on the spread and current distribution of religions.



Curriculum Map 2024-2025

Year 6

<ul style="list-style-type: none"> Identify and categorise reasons for diversity. 	<ul style="list-style-type: none"> Understand the different perspectives on suffering and divine intervention presented in these stories from scripture. Explain why some people turn to prayer during times of suffering. Make connections between teachings about Jesus and how some Christians view and respond to suffering. Use scripture and personal responses to support their understanding. 	<ul style="list-style-type: none"> Explain the concept of freedom of religion or belief. Consider their own responses to issues related to freedom of religion and belief. Demonstrate an understanding of the need for tolerance and respect. Explore the role of learning about religion and worldviews in daily life.
Key Vocabulary: Abrahamic religions, Ashkenazi, attributes, Charedi, covenant, descendants, Genesis, hijab, Israelites, kippah, kippot, liberal, melacha, melachot, mitzvah, mitzvot, monotheism, mitzvah, niqab, omnibenevolent, omnipotent, omnipresent, omniscient, Orthodox, Reform, Sephardi, Shabbat, tabernacle, Tenak, Torah	Key Vocabulary: Al-Masjid Al-Aqsa, Al-Masjid Al-Haram, Annunciation, Arafah, Ark of the Covenant, atheist, condemned, convention, doctrines, Dome of the Rock, entombed, Hajj, Ihram, Isra', Jerusalem, Ka'bah, Makkah, martyrdom, Mi'raj, obligation, pilgrimage, qiblah, Rami al-Jamarat, relic, resurrected, Sa'l, secular, significant, spirituality, Tawaf, Temple Mount, The Night Journey, The Prophet Muhammad, Via Dolorosa, Western Wall	Key Vocabulary: Chardi Kala, dukkh, Eightfold Path, Four Noble Truths, Hukum, kami, karma, magga, margas, Naam, nirodha, sukha, samudaya
Key Vocabulary: abstain, adornment, avatar, Buddhist Canon, celestial, commemorate, consent, cultivate, culture, deities, devotee, Dharma, Dharmic religion, diversity, Diwali, edicts, Eightfold Path, impermanence, incarnation, interpretation, intervention, King Ashoka, liberation, Mahavira, Mahayana, monastic practices, monastic practices, monastics, omnipresent, Pandit, prevail, righteousness, Sacred Thread Ceremony, stupa, Theravada, Tirthankara, tradition, Vajrayana, values, vanquish, virtue, Zen	Key Vocabulary: balance, blessings, conscience, contradictory, controversial, crucifixion, evil, free will, Genesis, omnibenevolent, omnipotent, omnipresent, omniscient, prayer, response, resurrection, Satan, suffering, Temptation	Key Vocabulary: census, colonisation, conserve, citizen, data, discriminate, diversity, harmony, heritage, human rights, immigration, local area, limit, missionary, personal development, place of worship, protected characteristics, religious, secular, spread, spirituality, worldview



Modern Foreign Language Learning Objectives:

Autumn Term:	Spring Term:	Summer Term:
<ul style="list-style-type: none">Identify cognates and use the context to deduce the meaning of new words.Identify the appropriate time to use a dictionary to look up unfamiliar words.Apply rules to generate all forms of an adjective.Use a range of adjectives and descriptive phrases to describe clothingDescribe an outfit and its purpose in extended sentences using porque – because.Create an outfit by following the description in a design brief accurately.Read or say sentences aloud using the correct pronunciation when giving a presentation.	<ul style="list-style-type: none">Translate and generate a range of sentences using a sentence builder as a model.Extract key information from a short text.Select and convert different adjectives into adverbs.Write a short paragraph from a model and check against agreed success criteria.Adapt a statement to make it persuasive.Express and justify opinions.	<ul style="list-style-type: none">Notice and apply verb endings in the present tense.Ask and answer questions using different verb forms.Extract key information from written texts.Recognise and translate a range of descriptive phrases.Construct a descriptive text based on a model.Express opinions and preferences in comparative sentences.
<ul style="list-style-type: none">Express likes and dislikes about school subjects.Give opinions about school subjects using a wide range of adjectives.Compare school subjects using comparative adjectives.Plan, ask and answer extended questions about school timetables.Asking and answering questions about preferences during the school day.Write using existing knowledge of vocabulary to create new sentences.	<ul style="list-style-type: none">Recognise which part of a word is stressed; identify and apply pronunciation rules.Build and say which phrases which include the use of prepositions.Ask how much something costs and answer using different amounts of money.Show understanding of grammar by choosing an appropriate question form.Listen for key information from an extended dialogue.Choose and use appropriate phrases to complete a shopping transaction.	<ul style="list-style-type: none">Deduce the meaning of descriptive and directional language.Describe ancient Maya cities and landmarks.Follow simple directions.Read, write and speak using directional language.
Key Vocabulary: unos – some, unas – some, Lleva - He/she is wearing., ¿Qué lleva? - What is he/she wearing?, porque – because, deportivo – sports, cómodo – comfortable,	Key Vocabulary: bastante, completamente, demasiado, desagradable, hacer la cama, limpiar, para, peligroso, pasar la aspiradora, planchar la ropa	Key Vocabulary: invierno, primavera, Verano, otoño, normalmente, nunca, siempre



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Year 6

suelto - loose/baggy, bonito – pretty, elegante - elegant/stylish/smart, impermeable – waterproof, formal – formal, tradicional - traditional		
Key Vocabulary: después del recreo, difícil, divertido, durante el recreo, educativo, el español, en la hora de comer, en la última clase, fácil, interesante, por la mañana, por la tarde	Key Vocabulary: aquí, al lado de, entre, ¿Dónde está?, ¿Cuánto es?, ¿Algo más?	Key Vocabulary: allí está, antiguo, atlético, bonito, comerciantes, creative, derecha, el campo de pelota, el Mercado, el observatorio, el palacio, el templo, espectacular, fantástico, gigante, gira, impresionante, increíble, inteligente, izquierda, la pirámide, la plaza, maravilloso, misterioso, ¿Qué hay allí?, religioso, sigue todo recto, sociable, toma, tranquilo