

Cirencester Primary School Curriculum Map – 2023-24 – Y6

| Subject | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
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| Books chosen as the driver for learning | Swimming against the storm by Jess Butterworth | Beowulf, trans. Michael Morpurgo | The Thief Lord by Cornelia Funke | El Deafo by Cece | | |
| The Big Question | What makes the Earth unstable? | How was England made? | How has tourism affected Italy's great sites? | What would it be like if we couldn't hear? | How has globalisation changed the world? | |
| English writing genres | Narrative-scene setting Narrative-Journey/quest tales | Narrative-action Non-chronological report | Poetry Persuasive writing | Biography | | |
| History coverage | | Anglo-Saxon Settlement Saxon Viking Conflict L1: Who lived in Britain in 400 CE? L2: Why did the Anglo-Saxons come to Britain? L3: What were early Anglo-Saxon villages like? L4: How did settlers choose their leaders? L5: What can Sutton Hoo tell us about early kings? L6: How was England divided in 750CE? L7: Who were the Vikings and why did they attack Britain? L8: How did Alfred defend Wessex? L9: How did the Vikings become English? L10: Who lived in Britain in 950CE? | | | Early Islamic Civilisation 1. When was the caliphate of Baghdad? 2. What was life like in tenth-century Baghdad? 3. Why was Early Islamic Baghdad called 'the Centre of the World'? 4. What and where were the tenth-century silk roads? 5. How did Early Baghdad support global trade? 6. What was the House of Knowledge? 7. How did Islamic medicine compare with European medicine from the same time? | |
| Geography coverage | Physical Study: Volcanoes and Earthquakes LP1: What is the structure of the Earth? LP2: Where are the Earth's tectonic plates? LP3: Why do Earthquakes occur? LP4: What significant earthquakes have occurred recently? LP5: What are the effects of an earthquake? LP6: What help can be offered to Earthquake victims? LP7: How can people prepare for an earthquake LP8: What causes a tsunami? LP9: Why do earthquakes and volcanoes occur in the same places? | Place Name evidence LP1: What Anglo-Saxon place names can I find around Gloucestershire? LP2: What is the origin of placenames in Lincolnshire? | Map Skills Country Study: Italy LP1: Where is Italy? LP2: What is the climate like in Italy? LP3: What is there to see at Pompeii? LP4: How are tourists affecting Pompeii? LP5: What is the environment of Venice like? LP6: What are the sights of Venice? LP7: How is tourism affecting Venice? | | | Modern globalisation 1. Why do people trade? 2. How does a smartphone get to the high street? 3. How can we map a supply chain? 4. How has modern China been changed by global trade? 5. What countries are on the modern silk roads? 6. What would I see along the silk roads today? 7. Is China's 'New Silk Road' just about trade? |
| Science coverage | | | | Sound L1: What can we hear around the school? L2: How is sound made? L3: What changes the pitch of a sound? L4: How changes the amplitude of a sound? L5: How could we see sound L6: What materials can sound travel best n? | Light L1: Does light travel in straight or curved lines? L2: How can we see objects? L3: How can light be split or distorted | Electricity L1: What are the symbols for electric circuits? L2: What difference does voltage make? L3: What makes components of a circuit vary in how they function? |

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| Computing coverage | Computer systems and networks L1: Why are internet addresses important? L2: What are the key parts of data packets? L3: How does sharing information online help others? L4: What is the best way to work online together? L5: How do we communicate using technology? L6: How do we communicate responsibly? Project Evolve – Online safety. | Programming with variables (settlement game?) <i>L1: What are variables?</i> <i>L2: Why are variables used in program?</i> <i>L3: How can I use variables to improve a game?</i> <i>L4: What project can I design?</i> <i>L5: What project can I create?</i> <i>L6: How can I improve my game?</i> | Project Evolve - ? Spreadsheets (linked to tourist numbers etc.) L1: What is a spreadsheet? L2: What is a data set? L3: What’s the formula? L4: How can I use formulas? L5: How can I use a spreadsheet to answer questions? L6: How can I present data? | Programming - Sensing movement L1: What is a micro:bit? L2: How does selection control the flow of the programs? L3: How do I update a variable? L4: How do I compare a variable to a value? L5: What can I design using inputs and outputs? L6: How do I make a step counter? | Project Evolve: Privacy and security. Creating Media- Web page design L1: What makes a good website? L2: How would you layout your webpage? L3: Copyright or CopyWRONG? L4: How does it look? L5: What are navigation paths? L6: Shall I link? | Video Production- (Year 5 learning) – Children could make their own goodbye videos of their time at CPS? L1: What is a video? L2: How do I record on a digital device? L3: How does a storyboard support me? L4: How do I plan my video? L5: How can I improve a video? L6: What can improve the quality? |
| Music coverage | Theory & composer L1: What are the inter-related dimensions of music? L2: Who are famous classical composers? (Knowledge of European classical composers: Mozart, Beethoven, Strauss, Pachabel, Tchaikovsky, Brahms) L3: What similarities are there between classical composers? (comparing classical composers: Mozart, Beethoven, Strauss, Pachabel, Tchaikovsky, Brahms) L4: How are instrument families organised in an orchestra? L5: What similarities are there between instruments within instrument families? | Live vs Recorded (inc singing) L1: How has recorded music changed over time? L2: Why might some people prefer live music over recorded music? L3: What challenges do audiences face while watching live performances? L4: How can we control our voices to sing in a small group? | Whole class instrumental inc Notation L1: What are the inter-related dimensions of music? L2: What is notation? L3: What 5 notes can we play a melody with? L4: How can time signatures determine various note durations | This Big Question focuses on sound, or the lack of it. Discuss how powerful music is and how we should be grateful for the music that many of us can hear. L1: What power does music have to change our feelings? L2: How might music be felt instead of heard? L2: What different sound effects can we hear produced by an instrument? L4: Is it possible to have powerful music if an element of the inter-related dimensions is absent? | Composer and digital composition L1: How can we describe A.R Rahman in regards to his composer style? L4: What similarities are there between AR Rahman and other composers? L3: What features can help us recognise when a piece of music was written? L4: What music can we suggest to improve a story? (inc: digital composition) | This term will be musical preparation for the performance Singing L1: How can we control our voice to sing the entire scale? L2: How can we control our voices to sing in a small group? L3: What makes a good musical performance (solo and ensemble)? L4: What vocabulary can we use to appraise and evaluate the music for various purposes? |
| Art coverage | How do different artists represent the same event? Do different artists capture the same feelings about an event? Fear and fire. How can I use my scientific knowledge to inform a painting? How can atmosphere be created in painting? | What is thoughtful mark making? What is diverse mark making? Can you capture history in your sketches? What is a slab pot? What else can we build using the slabbing technique? | Where would I find famous art in Venice? How can I create a pen and ink self-portrait? How can I create a background for the portrait to sit in? How can I combine my knowledge of colour, texture and mixed media? | How is scientific illustration linked to art? Who is Maria Sibylla Merian? How can I be a scientific illustrator? | How can we create atmosphere in artwork? How can I use wax resist on fabric? | How can we create a bespoke pallet of paper for collage? How can we draw with scissors? |
| DT coverage | | Moving Picture Book L0 Review and connect – what is a pop up book? L1 How can we evaluate our own and others products? (considering the views of others and evaluating strengths and improvements) L1 Identify the history of moving books. (Identify who the product was made for, when it was created and what is its purpose) | Evaluation to be completed at the end of every learning point – only 5-10 mins How can we evaluate our own and others products? (considering the views of others and evaluating strengths and improvements) L1 Research the history of marbling of fabric | | Cooking : Hot meal (not dish) L1 Food Miles - why is it important to know where my food comes from?(Understand where food groups come from, research and prepare a locally sourced in season dish hygienically and safely with heat source) L2: What is fair about trade? (Understand what is fair trade foods, how are these different to other foods that we can buy, How has Fairtrade | Textiles: Produce something from marbled material |

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| | | <p>L2 How do we use questionnaires and surveys to determine the best design? (gather the views of others)</p> <p>Within our design, how can we include levers and linkages, and how would they work? (explain how each component of a product works together for the final product)</p> | <p>L2 What is my material going to be used for and who will be using it? Know my customer, understand the use of the product</p> <p>L3 Create a design criteria L4 Make marbled fabric</p> | | <p>helped farmers, growers around the world)</p> <p>L3: What is the staple food of China? Is pasta the staple food of Italy? If not what are the regional variations. Look at the mediterranean diet, what are the health benefits - compare to a British diet. describe some of the different substances in food and drink, and how they can affect health</p> <p>L4: Research, prepare and make an authentic Chiense dish (understand a recipe can be adapted by adding / substituting ingredients, explain seasonality of foods, learn about food processing methods, adapt recipes to change appearance, taste, texture or aroma, prepare and cook a variety of savoury dishes safely and hygienically including, where appropriate, the use of heat source, use a range of techniques confidently such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.)</p> | |
| MFL coverage | <p>Le weekend (The weekend)</p> <p>L1: What is the time ?</p> <p>L2: What activities can you do at the weekend?</p> <p>L3: What did you do at the weekend?</p> <p>L4: Can you tell me what activities you take part in at the weekend?</p> <p>L5: Can you tell me what activities you do and give your opinion on it (negative or positive)</p> | <p>Manger et bouger (Healthy living)</p> <p>L1: What makes a healthy diet?</p> <p>L2: What makes an unhealthy diet?</p> <p>L3: How many activities can you name?</p> <p>L4: How do you stay healthy?</p> <p>L5: Can you follow a healthy recipe?</p> | <p>Moi dans le monde (Me in the world)</p> <p>L1: Which countries speak French?</p> <p>L2: Can we celebrate?</p> <p>L3: Can you remember the names of the celebrations?</p> <p>L4: What do you know about Paris and/or Port-au-Prince that you didn’t know before?</p> <p>L5:How can we help the planet?</p> | <p>Les Planetes (The planets)</p> <p>L1: Can you name the elements of the solar system?</p> <p>L2: Can you describe the elements?</p> <p>L3: Can you use the adjectives to describe the solar system?</p> <p>L4: What can we ask an astronaut?</p> <p>L5: How long until blast off?</p> | <p>Les habitats (Habitats)</p> <p>L1: What do plants and animals need to survive?</p> <p>L2: What is a habitat?</p> <p>L3: Why do some plants grow in specific habitats?</p> <p>L4: Why do some animals live in specific habitats?</p> <p>L5: Which animals and plants live in particular habitats?</p> | <p>Les jeux Olympics (The Olympics)</p> <p>L1: True or false?</p> <p>L2: Can you remember new French words?</p> <p>L3: Can you remember 5 sports currently in the Olympics?</p> <p>L4: Can you say a sentence using the verb ‘faire’? (to do)</p> <p>L5: Can you describe a sport as someone’s profession?</p> |
| RE coverage (discrete) | <p>Big Question- Christianity driver U2.6 For Christians, what kind of king is Jesus?</p> <p>L1: What would a better world look like?</p> <p>L2: What message does ‘temptation in the wilderness’ have about Jesus as King?</p> <p>L3: For Christians, what kind of King is Jesus?</p> <p>L4: How do Christians try to make the world more like the Kingdom of God?</p> | <p>Big question - Hinduism driver What are the rites of Passage for a Hindu?</p> <p>Review and Connect L1 What can we remember about Hinduism?</p> <p>L2 What are Samskaras? Explanation that there are up to 16 Hindu rites of passage. Main 4 (most common and popular) as follows:</p> <ol style="list-style-type: none">1. Jatakarma – birth ceremonies (plus others in childhood)2. Upanayana – initiation (the sacred-thread ceremony)3. Vivaha – marriage | <p>Big Question- Islam driver</p> <p>L1: Review and Connect: What do we remember about Islam and a Muslim’s way of life?</p> <p>L2: What clothes might Muslims choose to wear? Focus on male and female modesty choices around the world. a) Do all British Muslims follow the same modesty choices as Muslims around the world? Why/why not? b) Why in some countries have banned Burkhas or full face coverings?</p> <p>L3: How might religious and non-religious people choose to dress?</p> | <p>Big Question- Judaism driver</p> <p>L1 What do we know about Judaism?</p> <p>L2 How might a Jewish person choose to pray?</p> <p>L3 How many people pray?</p> <p>L4 Why might people choose to pray?</p> <p>L5 What are the similarities and differences between organised community prayer and personal prayer?</p> | <p>Big Question- Humanism driver</p> <p>To include marking significant events in life as a Humanist</p> <p>TBC</p> | <p>U2.12 How does faith help people when life gets hard? Multifaith</p> <p>L1: What ‘big questions’ might humans have about life and death?</p> <p>L2: How might gratitude help us live happier lives?</p> <p>L3: How might religion help people when times are tough?</p> <p>L4: What comparisons can we make between different religious/non-religious beliefs about death/life after death?</p> |

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| | L5: What is the importance of love and service in the world today? | <div>4. Antyeshti – funeral and rites for the dead</div> L3 How do Hindus celebrate Jatakarma? L4 How do Hindus celebrate Upanayana? L5 How do Hindus celebrate Vivaha? Compare and contrast wedding knowledge from religious/non-religious worldviews. L6 How do Hindus celebrate Antveshti? Include information about pilgrimage here- Varanasi. | L4: What influences how Religious and non-religious people choose to dress? | | | L5: How might religious and non-religious ceremonies which mark death differently? L6: Using art, how is heaven represented in different religions? |
| PSHE coverage (Discretely taught through the PSHE association see PDF on shared area for accredited lesson plans) | Relationships Health and Wellbeing SRE L1 How can we respect others as friendships change and grow? L2 How do I cope with feelings of isolation? L3 What is a committed relationship? L4 What is consent? L5 What is sex? | Relationships Missed from Year 4 L1: How can we celebrate our differences? L2: What do we have in common? L3: How do we show we respect our differences? L4: Children in Need focus TBC | Living in the Wider World 1 Environment Aspirations (careers) (Learning questions to be confirmed) | Living in the Wider World 2 Fundraising- what is it and why? Young enterprise topic (review and connect money knowledge e.g. budgeting, spreadsheets) (Learning questions to be confirmed) | Health and Wellbeing (Learning questions to be confirmed) | Transition L1: What is secondary school going to be like? Growing and changing: how this may affect their feelings. How relationships might change as a result. strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school (to include Noami assembly) |
| PE coverage (discrete) | KS2 Games - Tag Rugby Gymnastics | KS2 Games - Netball Gymnastics /Body Conditioning | KS2 Games - Net Wall Unit 1 - Tennis Dance | KS2 PE Dance Handball/Netball | Athletics | KS2 Games – Striking and Fielding Cricket Rounders Athletics |