

Year 6

Creative Curriculum

Mind Maps

WOW Moment:

Children to find and piece together a human size skeleton.

(GOSH / Organ Torso)

DT

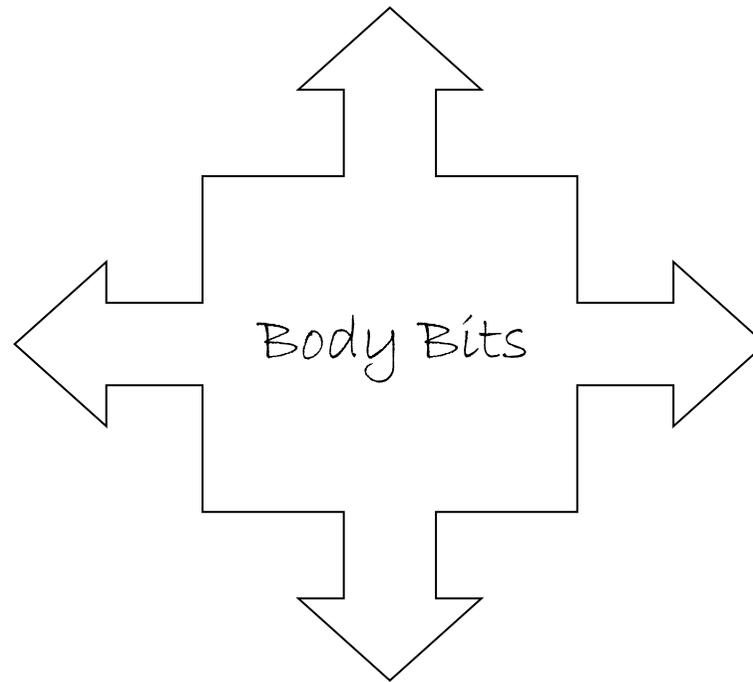
Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. Discuss information on food labels to inform choices.

Science*

Describe the ways in which nutrients and water are transported within animals, including humans.

Science*

Identify and name the main parts of the human circulatory system, Describe the functions of the heart, blood vessels and blood.



Science*

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Cross Curricular Links:

Literacy—

Explanation— hearts/lungs

Instructions— healthy sandwich

Numeracy—

Create charts and tables to record pulse rates.



WOW Moment:

Discover some dinosaur bones!

Geography*

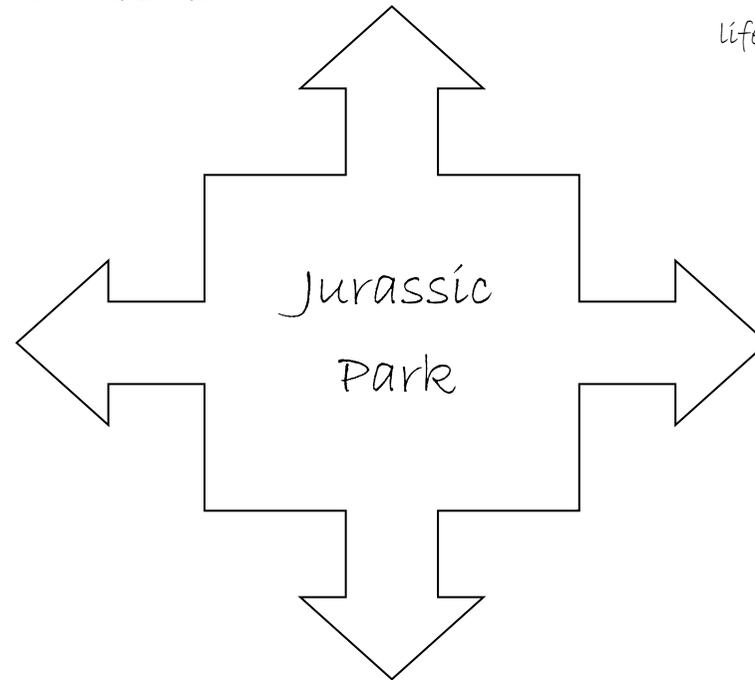
understand and describe the key features and characteristics of volcanoes, earthquakes, water cycle and climate zones.

Geography*

understand and describe the key features and characteristics of biomes and vegetation belts (desert, aquatic, forest, grassland, tundra) and describe the role they play in sustaining life on earth.

Science*

Learn about living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago



Science*

Explore how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Make links to animals found in hot climate zones compared to cold climate zones).

Science*

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Cross Curricular Links:-

Literacy—

Explanations—layout of non-fiction e.g headings/sub headings

Biography-Darwin

Instructions- making a fossil

Numeracy—

Sorting Diagrams

Science*

Explore 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.



WOW Moment:

Watch a Stone Age animation

History*

Look at and be able to recognise primary and secondary sources of evidence.

Children will begin to suggest different interpretations about the past and be aware that different evidence will lead to different conclusions.

DT

using clay/tools to build a Stone age wall and a modern wall, to compare and contrast.

The Stone Age
to the
Iron Age

History*

Children will use time lines to demonstrate changes in the development of society, culture, religion and technology.

Geography*

Describe and understand key aspects of human geography. Explore settlements, land use and trade links (including the distribution of natural resources). How have these changed over time?
Use maps, charts to support decision making about the location of places, e.g town planning

History*

Investigate life in the Stone Age; houses, diet, tools, weapons etc... Research, plan and prepare and cook a savoury dish, applying their knowledge of ingredients and technical skills.

Explore the changes from the Stone Age to Britain today.

History*

Look at strange artefacts found during this era. Plan and carry out their own investigation about what they could have been used for.

Cross Curricular Links:

Literacy— Non chronological report

Numeracy—

Time lines



WOW Moment:

Bear Grills documentary—mountain survival!

Art*

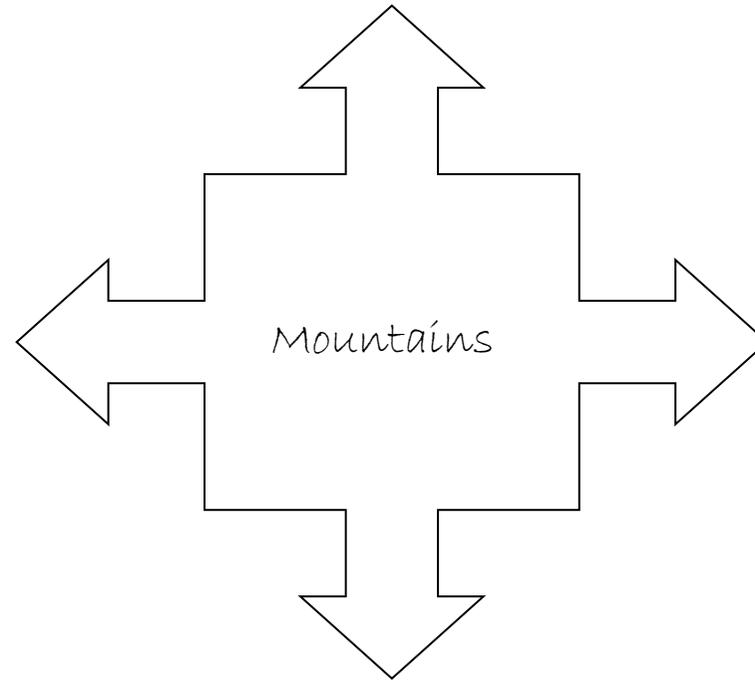
Children will create a piece of Mountain artwork with a focus on mountain fauna / flora and animals. Children will explore the use of collage to represent the images. Use simple perspective in their work using a single focal point and horizon. Use different techniques, colours and textures when designing and making their pieces of work and explain their choices.

Geography*

Use six point grid, use 8 points of a compass reference maps including ordnance survey maps to build knowledge of wider world, using more in depth geographical keys and symbols to identify key locations. Name and locate counties and cities in UK

Geography*

Name and locate countries of the UK, identifying rivers, hills and mountains. Have these changed over time? Explore human and physical geographical features of mountain ranges. Look at the climate / weather and represent findings of a graph.



Science

Look at animals that live in mountain areas and how they have adapted to suit their environment e.g. snow leopard, goats etc...

Geography*

Children become mountain explorers. Plan a mountain adventure. Use the eight points of a compass, four figure grid references, symbols and keys and create maps.

Geography*

Use an atlas to identify where mountain ranges exist. Identify the countries, continents, the equator and hemispheres (N+S). Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle. and the tropics. Explore Prime/Greenwich meridian and time zones

Cross Curricular Links:

Literacy—

Adverts—mountains as a tourist destination.

Numeracy—

Position and direction, grid references and graphs

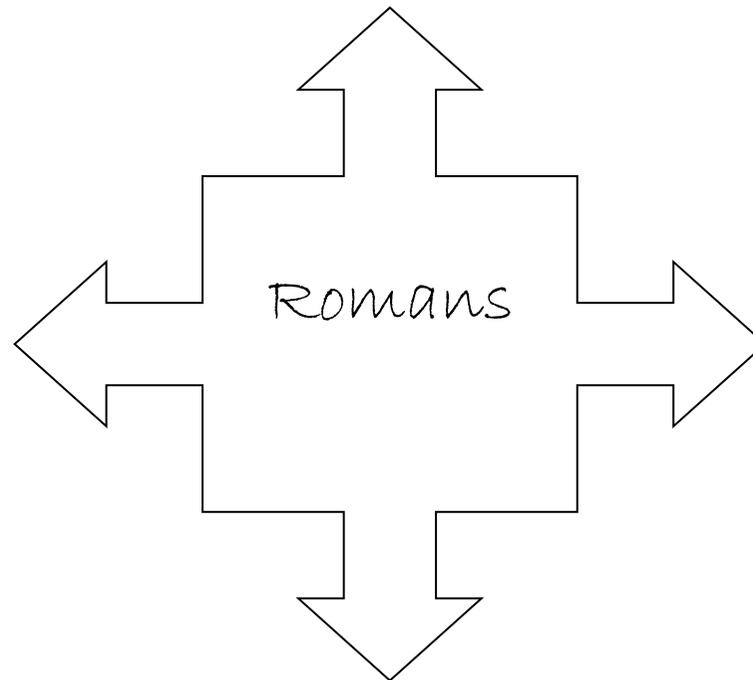


WOW Moment:

Roman Breakfast and a visit from a Centurion or a Roman play.

History *

Make confident use of a variety of sources for independent research. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.



History *

Explore the Legacy of the Romans and the impact they have had on Britain.

What have they left us?

The census

Straight roads

Concrete

Central heating

The legal system / laws

Calendars

Language—Latin

Address and sometime devise historically valid questions about change,, cause, similarity and difference, and significance.



Cross Curricular Links:

Literacy—

Research—speaking and listening

Numeracy—

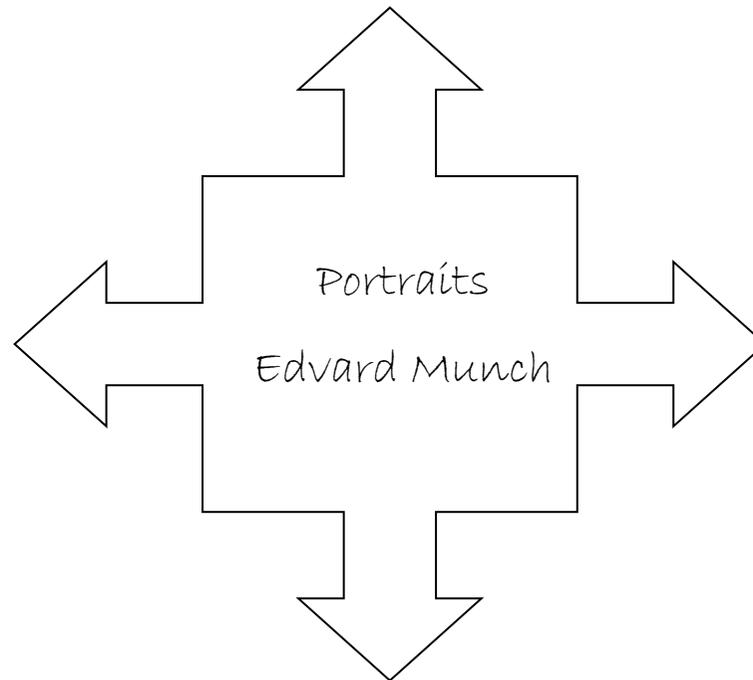
Roman Numerals /timelines

WOW Moment:

Explore computer images : changing faces!

Art*

Look in-depth at the work of Edvard Munch. Study his style / techniques. Explain and justify preferences towards styles and artists. Describe the work and ideas of various artists, using vocab referring



Art*

Create a self portrait in keeping with the style of Edvard Munch. Begin to develop an awareness of composition, scale and proportion in their work. Children to discuss the impact his style has had on their work.

Cross Curricular Links:

Literacy—

Biography

Numeracy—

Proportions / symmetry

Art*

Children will develop the skill of making on going revisions as they create their piece of artwork. Fine his/her use of learnt techniques. Adapt own final work following feedback based on initial work.



WOW Moment:

Car Racing / DVD

D&T*

Use research and develop a design criteria to inform the design of innovative, functional, appealing model car.

Children will generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Use a wide range of methods to strengthen, stiffen and reinforce complex structures.

Science*

Include electrical products in their models eg: circuits incorporating switches, bulbs and buzzers and circuits.

Beyond their model, children will associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. They will be taught to 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

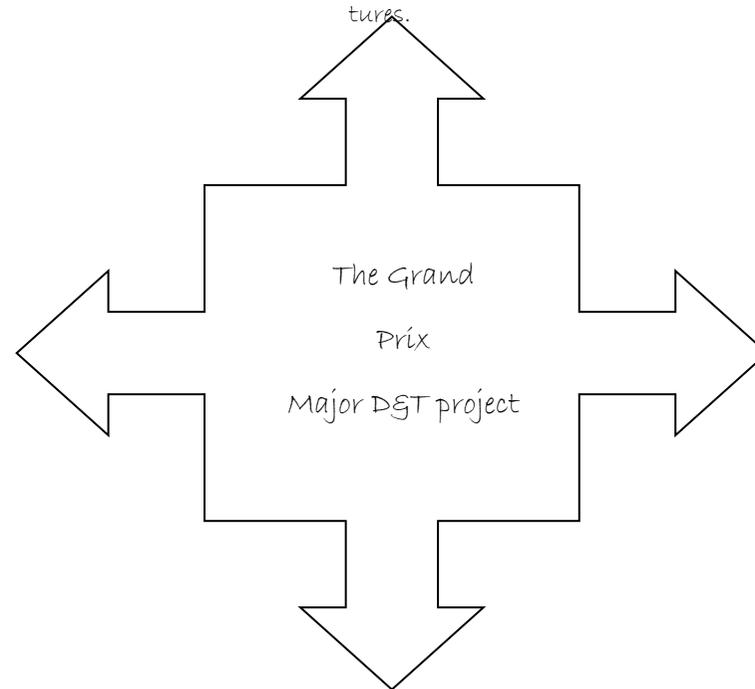
Children will use recognised symbols when representing a simple circuit in a diagram.

D&T*

Make a car using a wide range of materials and select from a range of tools to perform

practical tasks. Follow a design brief to achieve an effect for a particular function. Use research they have done into famous designers and inventors to inform own products.

Children will apply their understanding of computing to program, monitor and control their products.



D&T*

Children will evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

D&T* ?art

Children will investigate and analyse a range of existing products

understand how key events and individuals in design and technology have helped shape the world

Cross Curricular Links:

Literacy—

Numeracy—

Recording distances / times in a table / car races—how long/far?



WOW Moment:

Children to create a puppet show using light and shadows.

Art*

Create a piece of art using texture, tone and shading to create shadows and reflection. Use techniques, colours, tones and effects in an appropriate way.

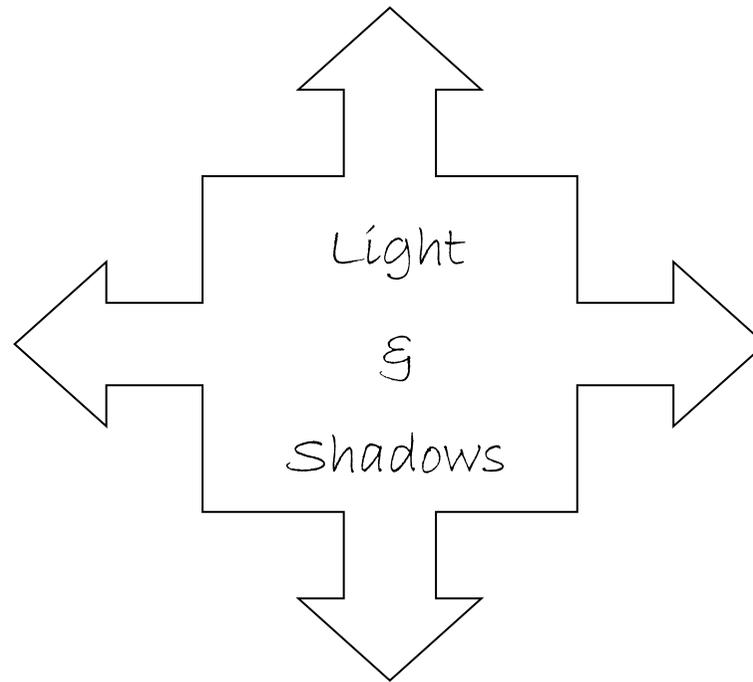
Science*

Explore light and 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.

Science*

Investigate shadows and create their own — use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.



Art/ICT

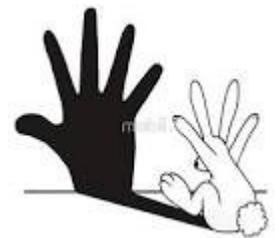
Use digital media to create a piece of artwork which represents light and dark.

Cross Curricular Links:

Literacy—

Numeracy—

Symmetry / shape / shadows of 3D shapes.



WOW Moment:

Brazilian / Mexican Dancing.

Making fajita wraps!

Geography*

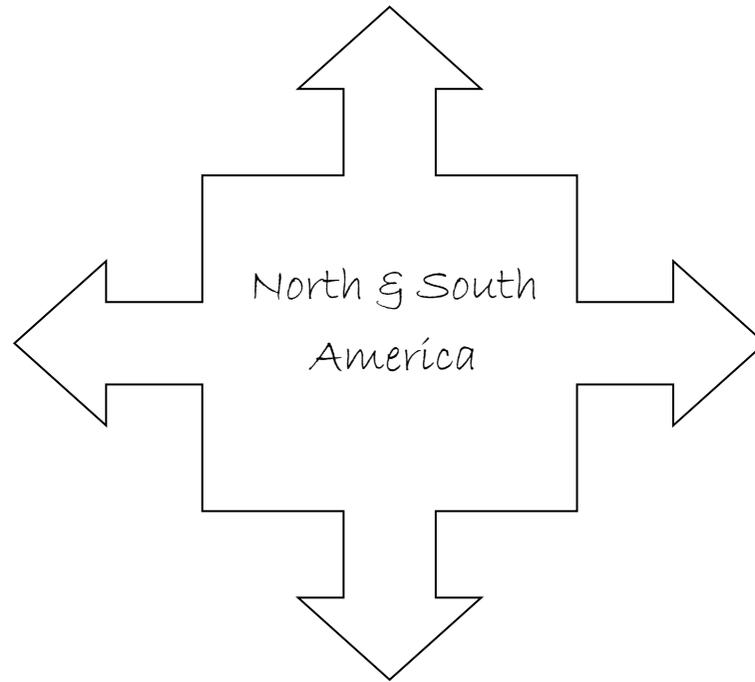
Understand the environmental regions and the key human and physical features of North and South America (mountain ranges, waterfalls, rainforest, coastal re-

Geography*

Locate the world's countries—use various map types and digital/computer mapping to identify UK and the wider world, with a focus on North and South America. Identify major countries in these

Continents, flags and key landmarks.

(Look in-depth at Mexico and Brazil)



Geography*

.Explore, understand and use terms; urban, rural. Land use, sustainability, tributary, trade links.

Cross Curricular Links:

Literacy—

Fact file

Numeracy—

Co-ordinates / directional language/graphs

Art*

Children will look in-depth at the life and work of Jackson Pollock. Study his style / techniques and create your own piece of Jackson Pollock inspired work. Select ideas based on first hand observation, Experience or imagination and develop these ideas through open-ended research.



WOW Moment:

Chocolate tasting!

Geography*

Locate the origins of the Maya civilisation

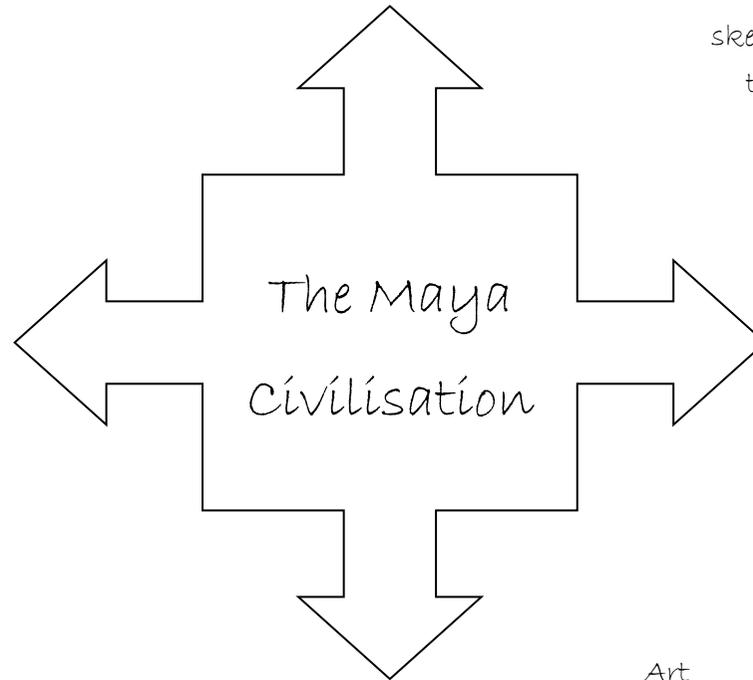
History *

Explore the Maya culture, religion, life-style, language etc...

Cross Curricular Links:

Literacy—
Diary

Numeracy—
Calendars linked to astrology/
Mayan number system



Art*

Create Maya Jewellery— children will explore the craft of jewellery making. Making specific choices between different processes and materials to create a desired effect.

Sculpure—Create intricate printing patterns by simplifying and modifying sketchbooks designs, Produce intricate patterns and textures in malleable media.

Art

Learn about Mayan architecture

Describe the work and ideas of various architects, using vocab referring to cultural contexts.

