



Graiseley Primary School

**Foundation Subject Curriculum Map Year 6**

	Autumn Term		Spring Term		Summer Term	
Topic	The Vikings	WW2	The World Around Us		South America & Local Area Study	
<b>History</b>	<p><u>A British History Study</u> The Viking and Anglo-Saxon struggle for the Kingdom of England. Viking raids and invasion, resistance by Alfred the Great and the impact on Britain.</p> <p><u>Historical enquiry</u> Develop a chronologically secure knowledge of British History. Be aware of contrasting arguments and interpretations. Select and organise relevant historical information.</p>	<p><u>A British History Study</u> Changes in work, home life, popular culture, population and technology. (eg leisure and entertainment in the 20th Century]</p> <p>Explore the causes of these changes; that change in one area can lead to change in another; make links between the changes. <u>Historical Enquiry</u> Develop a chronologically secure knowledge and understanding of British history.</p>	<p><u>A World Study</u> a non-European society that provides contrasts with British history –early Islamic civilization, including a study of Baghdad c. AD 900</p> <p><b>Rights, responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</p>	<p><u>A World History Study</u> A non-European society that provides a contrast with British history - India. Make inferences and deductions about the way of life past and present in India. <u>Historical Enquiry</u> Make inferences and deductions from observation of artefacts and pictures.</p>		<p><u>A Local History Study</u> A study over time tracing how several aspects of national history are reflected in the locality. <u>Historical enquiry</u> Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Change</b> (as something to be managed) and <b>resilience</b> (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)</p>
<b>Geography</b>	<p><b>Identity</b> (their personal qualities, attitudes, skills, attributes and</p>	<p><u>Location Knowledge</u> Name and locate counties and cities of the United Kingdom, geographical regions. Position and</p>		<p><u>Location Knowledge</u> Locate the world’s countries and major cities. <u>Place knowledge</u> Understand geographical similarities and</p>	<p><u>Place Knowledge</u> Study of a local area. <u>Geographical Skills</u> Use the eight points of a compass, four and six-figure grid references, symbols</p>	

	achievements and what influences these)	significance of longitude, latitude, Equator, hemispheres and time zones. <u>Human &amp; physical</u> Types of settlement and land use. <u>Geographical Skills</u> Use maps, atlases, globes		differences <u>Human &amp; physical</u> Describe key physical and human geographical features including climate zones, biomes and vegetation belts, rivers, mountains, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <u>Geographical Skills</u> Use maps, atlases, globes and digital/computer mapping.	and key (including the use of Ordnance Survey maps). Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	
<b>Art</b>	Oil Pastels Viking shields.  Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)	Blitz perspective.	Painting from Street Art around the world.  (Diversity Display) Diversity and equality (in all its forms)  Rights, responsibilities (including fairness and justice) and consent (in different contexts)		Optical art of South America flags and animals.  Career (including enterprise and economic understanding).  Relationships (including different types and in different settings)	
<b>DT</b>	Generate, develop, model clay longboats	Gas Mask box construction. Spitfire models.	Making Italian based pizzas.		Understand and use electrical systems using Bright Sparks and Circuit Wizard	Arduino Control (computer based programming to control an Arduino board)
<b>RE</b>	Religions in the local community.  Diversity and equality (in all its forms)		Christians and Humanists.  Relationships (including different types and in different settings)		Charity. (Christian Aid & Islamic Relief).  Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)	



						(in all its forms)
<b>Music</b>	Group guitar and brass Cross-curricular class based	Group guitar and brass Cross-curricular class based	Group guitar and brass Cross-curricular class based	Group guitar and brass Cross-curricular class based (Using Software to create music – iPads)	Group guitar and brass Cross-curricular class based (Dance and Music related to Chinese New Year – class assembly)	TBA
<b>Science</b>	Light	Living things and their habitat	Electricity	Evolution and Inheritance.	Animals, including Humans	Animals, including Humans
<b>BLP</b>	Resilience: managing distractions, <b>perseverance</b> , absorbed, attentive noticing	Resilience: managing distractions, <b>perseverance</b> , absorbed, attentive noticing	Questioning	Questioning	Revising	Revising
<b>Computing</b>	Communication and Collaboration using the internet and intranet  <b>Career</b> (including enterprise and economic understanding).	Google ranking system – how it works  Blender (Art & DT link)	2d and 3d Computer Design (using GIMP, inkscribe, and Blender)	Microsoft Small Basic Programming  <b>Career</b> (including enterprise and economic understanding).	Filming and Editing on iPad (link to English Film Narrative)  Introduction to CGI Visual Effects  <b>Career</b> (including enterprise and economic understanding).	Control and Simulation (Circuit Wizard, Bright Sparks, Arduino)