Summer Term Curriculum Map Year 6

	How did the Industrial Revolution change Britain? How does climate change affect our world?	
English	• Persuasive speech • Balanced argument • Dystopian fiction (floodland) • Narrative poetry- highwayman • Evidence for writing moderation	
Maths WRM	• Shape • Position and direction • Theme park project/active maths	
Science	**Working scientifically** • planning different types of scientific enquires to answer questions including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment , with increasing accuracy and precision • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquires, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations	
History	**Industrial revolution** 1. **Order events on a timeline.** Understanding chronology/Explaining the historical significance Overview of Industrial Revolution. Key events/dates. Justify what the most significant events were. 2. **Understand the 6 factors that contributed to the Industrial Revolution.** Understanding cause and consequence Learn about the 6 factors that contributed to the Industrial Revolution (population boom, agriculture, factories, power, transport, empire). 3. **Understand the impact of the industrial revolution on women workers.** Explaining the historical significance/Describing change and continuity/Identifying similarities and differences Learn about the conditions and expectations for women workers. How were they affected? 4. **Understand the significance of coal mining.** Explaining the historical significance Learn about the process of coal mining, the different roles and the dangers/conditions the workers faced. 5. **Understand the impact from the Victoria era to the present day.** Explaining the historical significance/Describing change and continuity/Understanding cause and consequence Discuss the impact that the Industrial Revolution had on women, health, transport, working conditions, inventions, countryside etc. Argue whether it did more harm than good. 6. **Understand the effects of air pollution.** Understanding cause and consequence Describe agricultural air pollution, urban air pollution and industrial air pollution. Explain why air pollution was a problem during the Industrial Revolution.	
Geography	**Our changing world** 1. **Weathering and erosion** Physical Geography Physical, chemical and biological weathering. Different causes of erosion. 2. **Coastal features** Locational knowledge/Physical Geography Features of coastline (coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit) and how particular features are formed . 3. **Changing coastlines and landscapes** Physical Geography/human geography Learn about coastal erosion and wildlife. Discuss positive and negative impacts of coastal changes and justify answers. 4. **What the future holds** Physical Geography/human geography Look at different ways in which a place can change. Discuss potential changes in 2050 and the positive/negative effects of each change. (population, renewable energy, deforestation, new buildings/roads, flooding). 5. **Affects of features of our local area-** Map skills/Fieldwork Local walk- what is in our local area that can have an affect on our environment? What could we do to reduce negative impacts?	
Computing	**Coding – Purple Mash Unit 6.1** • To design a playable game with a timer and a score	**Graphics** Moving image

	• To plan and use selectin and variables • To understand how the launch command works • To use functions and understand why they are useful, and how they are created and called • To use flowcharts to test and debug a program • To create a simulation of a room in which devices can be controlled • To understand the different options of generating user input in 2Code and to understand how user input can be used in a program • To understand how 2Code can be used to make a text-based adventure game	• Create stop motion animations and combine with video and audio effects. • Independently take videos and photographs using iPads
Design & Technology	**Electrical and mechanical components: linked to science** • circuits using electronics kits that employ a number of components with increasing confidence use innovative combinations of electronics (or computing) and mechanics in product designs	Textiles: (DT- upcycled product) 3D: (DT – upcycled product) Recycled/upcycled product. What do chn know about upcycling? Distinguish between upcycling and recycling. Discuss the benefits of upcycling: Environmental; Economical; Uniqueness; Psychological. Identify items which are damaging our world. Look at ideas of ideas of how our rubbish can be upcycled into a new and useful product: https://www.weareteachers.com/23-upcycling-hacks-for-the-classroom/ **Developing, planning and communicating ideas:** • use research to inform plans • follow and refine their plan if necessary • communicate their ideas through detailed labelled drawings **Working with tools, equipment, etc:** • use tools and materials precisely • change the way they are working if needed • use a range of joining techniques **Evaluating:** • Does their product meet all design criteria? (Is it fit for purpose?) • consider the use of the product when selecting materials • evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests **Stiff and flexible materials:** • justify why they selected specific materials • How have they ensured that their work is precise and accurate? • hide joints so as to improve the look of their product
Art	Printing: people in action/movement in art Artist study: Emil Nolde/ Eadweard Muybridge / Robert Delauney/Boccioni **Knowledge:** • make a record about the styles and qualities in their work • independently improve their mastery of materials and techniques **Drawing:** • sketches communicate emotions and a sense of self with accuracy and imagination • explain why they have chosen specific drawing techniques • organise line, tone, shape and colour to represent figures and forms in movement **Sketchbooks:** • adapt and refine their work to reflect its meaning and purpose **Printing:** • create an accurate print design that meets a given criteria • print onto different materials	

	• overprint using different colours • work into prints with a range of media	

Music	**Charanga scheme** A New Year Carol (Classical/Urban Gospel)
	
	Listening & Appraising
	• To think about the message of songs
	• Know and talk about that fact that we each have a musical identity
	
	Dimensions of music
	• Create musical ideas for a group to copy or respond to
	• Copy back rhythms based on the words of the main song, that include syncopation/off beat
	
	Singing
	• To sing with awareness of being 'in tune'
	
	Playing
	• Play a musical instrument with the correct technique
	• Select and learn an instrumental part that matches their musical challenge, from memory or using notation
	Improvisation
	• To know that you can use some of the riffs and licks you have learnt in your improvisations
	Composing
	• Quickly read notes and know how many beats they represent (crotchet, minim and semibreve)
	
	Performing
	• To understand the need to play clear notes rhythmically and with confidence when performing
		Charanga scheme You've got a friend (70s Ballad/Pop)
		
		Listening & Appraising
		• To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences
		• Use musical words when talking about the songs
		
		Dimensions of music
		• Copy back one-note riffs using simple and syncopated rhythm patterns
		• Invent rhythms for others to copy back
		
		Singing
		• To choose a song and be able to talk about:
		  ○ Its main features
		  ○ Singing in unison, the solo, lead vocal, backing vocals or rapping
		  ○ To know what the song is about and the meaning of the lyrics
		  ○ To know and explain the importance of warming up your voice
		Improvisation
		• To know three well-known improvising musicians
		• Practise listening and copying back on an instrument using one, two or three notes
		
		Composing
		• Quickly read notes and know how many beats they represent (crotchet, minim and semibreve)
		• Explain the keynote or home note and the structure of the melody
		• Recognise the connection between sound and symbol (notation)
		
		Performing
		• To understand the need to play clear notes rhythmically and with confidence when performing

PE	**Rounders Skills** • To develop throwing and catching under pressure and apply these to a striking and fielding game. • To develop bowling under pressure whilst abiding by the rules of the game. • To strike a bowled ball with increasing consistency. • To develop fielding techniques and select the appropriate action for the situation. • To understand and apply tactics in a game. • To apply skills and knowledge to compete in a tournament. <u>NC Skills</u> • Master movements (running, jumping, throwing and catching in isolation and combination) • Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending. • Core skills (balance, control) **Athletics** • To develop my own and others sprinting technique. • To identify a suitable pace for the event. • To develop power, control and technique for the triple jump. • To develop power, control and technique when throwing for distance. • To develop throwing with force and accuracy for longer distances. • To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. <u>NC Skills</u> • Master movements (running, jumping, throwing and catching in isolation and combination) • Core skills (balance, strength, control	**Swimming Skills/ NC Skills** • particular, pupils should be taught to: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. **Cricket Skills** • To develop throwing and catching under pressure and apply these to a striking and fielding game. • To develop bowling under pressure whilst abiding by the rules of the game. • To strike a bowled ball with increasing consistency. • To develop fielding techniques and select the appropriate action for the situation. • To understand and apply tactics in a game. • To apply skills and knowledge to compete in a tournament. <u>NC Skills</u> • Master movements (running, jumping, throwing and catching in isolation and combination) • Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending. • Core skills (balance, control)
R.E	Saffron Academy Trust Unit 6.5- How do beliefs shape identity for Muslims? **Muslim** Session 1: Examine the social history of Islam and how it has shaped Muslim beliefs today Session 2: Summarise how the fundamental aspects Islamic faith shape the views and actions of Muslims Session 3: Interpret the meaning of Islamic scriptures Session 4: Investigate the role of the Mosque to Islamic identity Session 5: Compose and deliver a presentation which reflects understanding	
P.H.S.E	**Jigsaw- relationships** • know that it is important to take care of my mental health • To recognise when people are trying to gain power or control. • To judge whether something online is safe and helpful for me.	**Medway RSE** • Learn about the changes that happen during puberty • Describe the physical and emotional changes that occur during puberty and suggest ways to • manage them • Identify what is important for young people to know about puberty • Explain where to get help and support for puberty issues or worries • Learn about managing change and becoming more independent • Describe some of the changes that happen as someone grows up • Identify the range of feelings associated with change, transition to secondary school, and • becoming more independent • Describe practical strategies to cope with growing up, becoming more independent and • taking on new responsibilities • Learn about positive, healthy relationships • Identify different kinds of loving relationships • Describe the qualities that enable these relationships to flourish

		• Explain the importance of mutual respect in close relationships • Recognise how relationships may change or end and what can help to manage this • Learn about how a baby is made • Describe some of the features of loving relationships • Explain what is meant by consent in a relationship • Describe how a baby is made • Explain what pregnancy means, how long it lasts, and where it occurs

The Industrial Revolution

Steam Locomotive

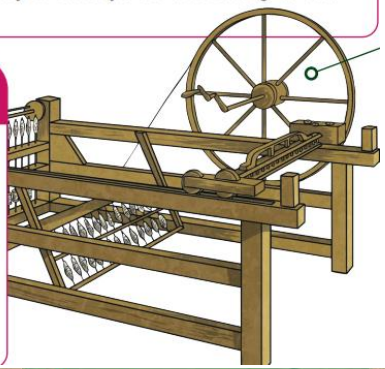
A locomotive powered by a steam engine. The first successful one was built by Richard Trevithick in 1804.

Luddite Movement

A social movement in the early 19th century where textile workers protested against the industrial machinery that was replacing their jobs.

Steamboat (Clermont):

In 1807, Robert Fulton's steamboat, the Clermont, demonstrated the viability of steam power for water transportation.

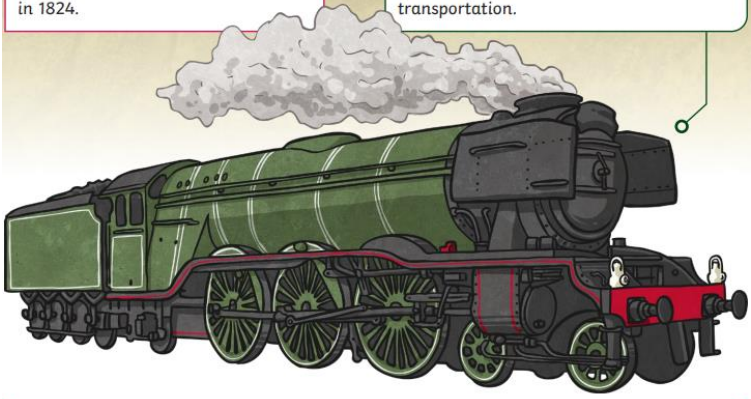


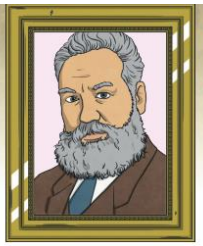
Gas Lighting

The use of gas for lighting was first commercially successful in London in 1824.

Railway (Liverpool and Manchester):

The first fully operational railway line opened in 1830, revolutionising transportation.





Telephone

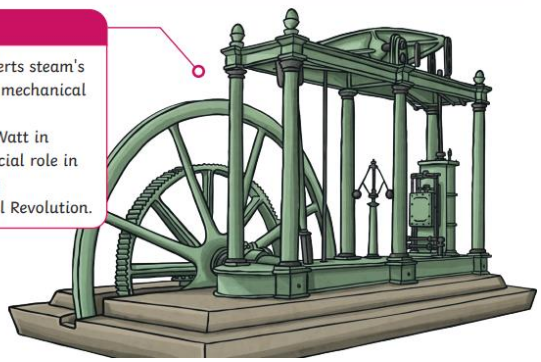
In 1876, Alexander Graham Bell patented the telephone, revolutionising long-distance communication.

Automobile (Benz Patent-Motorwagen)

In 1885, Karl Benz built the first practical automobile, the Benz Patent-Motorwagen, marking the beginning of the automotive industry.

Steam Engine

An engine that converts steam's thermal energy into mechanical work.
Patented by James Watt in 1769, it played a crucial role in powering machinery during the Industrial Revolution.



Telegraph

In 1837, Samuel Morse demonstrated the telegraph, a communication device that transmitted coded messages over long distances.

Sewing Machine

Invented by Elias Howe in 1846, it automated the sewing process and revolutionised the textile and garment industries.

invention

transport

factories

mining

pollution

population

conditions

industrial

agricultural

urban

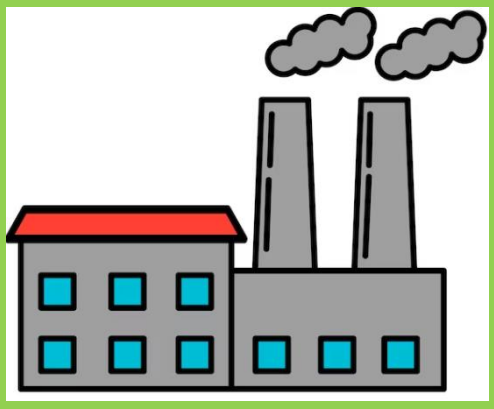
invention

Creating something that did not exist before.

transport

A way of moving people or goods from place to place.

factories



A group of buildings where goods are manufactured or assembled.

mining

The process of extracting useful materials from the earth.

pollution

The introduction of harmful materials into the environment.

population

All the inhabitants of a particular place.

conditions

The factors affecting the way in which people live or work.

industrial

Relating to an environment that is manufacturing goods.

agricultural

Relating to an environment that is used for farming.

urban

Relating to a town or city environment.

Our Changing World

Weathering and Erosion

Weathering is the process of wearing away rocks by the weather.

There are three different types of weathering:

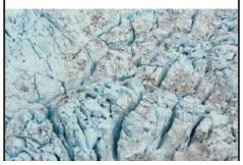
- physical weathering
- chemical weathering
- biological weathering

Erosion is where natural materials are worn away and transported by environmental features such as water, wind and ice.

Erosion - Wind blows loose particles away or into other rocks causing the rock to be worn away.

Physical Weathering

Water gets into cracks in the rock, it can then freeze causing the water to expand creating cracks in the rock.

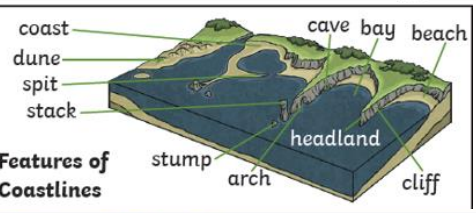


Chemical Weathering

Slightly acidic rainwater can cause a chemical reaction and over time this can dissolve some of the rock.

Biological Weathering

Caused by animals and plants. Roots can grow under rocks and cause damage, animals can wear away paths, dig holes etc.



Features of Coastlines

Changing Landscapes

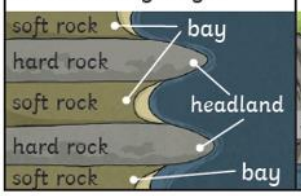
Landscapes can change over time for many different reasons:

- New houses/buildings and roads are built
- Old buildings are demolished or updated
- Areas of land may be cleared for farming or building

Features of Coastlines

Bays and Headlands

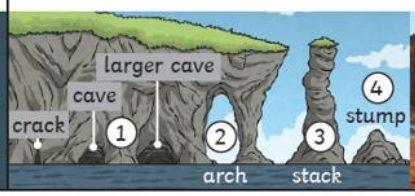
Where there is harder and softer rock, the softer rock will erode more quickly and can form bays. The harder rock erodes more slowly and can form headlands surrounding bays.



Arches, Stacks and Stumps

Softer or weak sections of the rock are eroded more easily.

1. Over time, waves cause cracks to open forming caves.
2. If a cave forms in a headland, it may break through causing an arch to form.
3. The top of the arch can weaken and may collapse into the sea leaving a stack.
4. Over time, the stack will erode leaving a small stump of rock.



Spits

Formed by deposition.

1. The tide carries eroded material along the coastline.
2. Deposits form a long, thin sandy area of land.
3. Changing winds may cause the spit to form a hook shape.
4. Mud flats develop on the inland side of the spit.

bay
dune
stack
stump
spit

erosion

headland

coastline

physical weathering

biological weathering

chemical weathering

bay

An inlet of the sea where the land curves inwards.

dune

A ridge of sand formed by the wind.

stack

A large stack of rock in the sea separated from the main shoreline.

stump

Over time, a stack can erode, leaving a small stump of rock.

spit

A long, narrow landform that is attached to the coast at one end.

coastline

Where the sea and land meets.

erosion

The wearing away of the land by forces such as water, wind, and ice.

headland

A point of land sticking out into the sea.

physical weathering

Physical weathering causes rocks and minerals to break apart.

biological weathering

When materials are weakened by plants or animals.

chemical weathering

When rock slowly decomposes or decays due to chemical reactions.