



The Learning Challenge



Curriculum

2024-2025

Year 6



Class: Owl



Autumn Term Curriculum Map Year 6

	How did the Tudors shape modern Britain?
English	- Formal and informal letters (Battle of Bosworth) - Non-chronological report (Tudors) - Newspaper reports (Henry VIII) - Narrative from character's perspective (Midsummer Night's Dream) - Sonnet
Maths WRM	- Place Value - Addition, Subtraction, multiplication and division - Fractions - Converting units
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
	Living things and their habitats - describe 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 - give reasons for classifying plants and animals based on specific characteristics - explain why classification is important - readily group animals into reptiles, fish, amphibians, birds and mammals - sub divide their original groupings and explain their divisions - group animals into vertebrates and invertebrates - find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification
History	Place historical events onto a timeline - (British history and Tudor history) <i>Understanding chronology</i> What is a timeline? What is chronological order? How we can use dates to places events? Recap BCE and CE Describe a significant turning point in British history- (Battle of Bosworth) <i>Explaining the historical significance</i> War of Roses, Henry Tudor, Richard III, Battle of Bosworth, aftermath and legacy. Why was the Battle of Bosworth significant in British history? Understand the changing power of monarchs- <i>Describing change and continuity</i> Learn about the Tudors Monarchs- names and key facts. Justify who were the least and most powerful monarchs. Identify Henry VIII's six wives- <i>Describing change and continuity</i> Who was King Henry VIII? Learn names of 6 wives and facts about them. Compare the lives of Tudor people- <i>Identifying similarities and differences</i> Compare houses/food and drink/clothing for wealthy and poor Tudors. Describe how past events affect life today -. <i>Understanding cause and consequence</i> Explain how the Tudors affected life today- Theatres, Shakespeare's plays, Church of England, monarchy reshaped, first national post service. Describe the significance of artefacts- <i>Interpreting sources and evidence</i> Look at artefacts (what they were used for/significance of them)

Geography	1. Name and locate cities in the UK- Locational Knowledge Use an atlas to locate cities on a map. Locate key Tudor landmarks. Use a key. 2. Compare the human geography of an area over time- Human Geography/Physical Geography Describe physical geography of London (terrain, river, location). Photos/information to compare human geography of Tudor + modern London (population, trade, transport, jobs, buildings). How + why did it change over time? 3. Name and locate countries using an atlas. Locational Knowledge Identify continents and oceans on a map. Learn about Sir Francis Drake (Panama, Cape Verde islands, Colombia, Dominican republic) and Sir Walter Raleigh (Venezuela, North Carolina). Locate key countries on map using a key. 4. Describe features shown on ordnance survey maps- Map skills/Fieldwork What is an ordnance survey? Match symbols and names. Sort into human features and physical features? 5. Four figure grid references- Map skills/Fieldwork What are 4 figure grid references? Use them to find specific locations on ordnance survey maps. 6. Follow a route using an ordnance survey map- Map skills/Fieldwork Ordnance survey map of local area. Local walk that encompasses multiple map symbols. Plot route and label symbols on maps.	
Computing	Online Safety – Purple Mash Unit 6.2 - To identify benefits and risks of mobile devices broadcasting the location of the user/device - To identify secure sites by looking for privacy seals of approval - To identify the benefits and risks of giving personal information and device access to different software - To review the meaning of a digital footprint and how/why people use their information to create a virtual image of themselves - To have a clear idea of appropriate online behaviour and how this can protect me from dangers - To understand the importance of balancing game and screen time with other parts of life - To identify the positive and negative influences of technology on health and the environment Networks – Purple Mash Unit 6.6 - To find out what a LAN and WAN are, and how we access the internet in school - To explore the age of the internet and think about what the future might hold	Databases (Spreadsheets) – Purple Mash Unit 6.3 - To use a spreadsheet to investigate the probability of the results of throwing many dice - To use a spreadsheet and create formulae to calculate the discount and final prices in a sale - To use a spreadsheet to plan how to spend how to spend pocket money and the effect of saving money - To use a spreadsheet to plan a school charity day to maximise the money donated to charity
Design & Technology	Textiles: Design and make a Tudor shoe Look at examples of Tudor footwear. Working with tools, equipment, etc: - use tools and materials precisely - use a range of joining techniques Evaluating: - record their evaluations using drawings and labels Textiles: - join textiles using a combination of stitching techniques (e.g. back stitch for seams, running stitch to attach decoration) Textiles A&D: - use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. (This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery.) - use fabric and other materials to create 3D structures - select appropriate materials and methods to carry out a project based on prior learning Stiff and flexible materials: - hide joints so as to improve the look of their product	

Art	Drawing/Painting/Collage: Self portraits, royal portraits Artist study: Lucas Horenbout Knowledge: - learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information Drawing: - sketches communicate emotions and a sense of self with accuracy and imagination - explain why they have chosen specific drawing technique and materials to draw with - manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape Sketchbooks: - adapt and refine their work to reflect its meaning and purpose Textiles: collage portraits - combine visual and tactile qualities to express mood and emotion - justify the materials they have chosen - describe varied techniques	
Music	Charanga scheme Happy (Pop/Neo soul) Listening & Appraising To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and name other songs in those styles Singing To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse Playing To know and be able to talk about the different ways of writing music down – e.g. staff notation, symbols To know and be able to talk about notes C, D, E, F, G, A, B + C on the treble stave Improvisation To understand that improvisation is making up your own tunes on the spot, when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them Play Question and Answer games on an instrument using one, two or three notes Composing To know that a composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends Performing To understand the need to play clear notes rhythmically and with confidence when performing	Charanga scheme Classroom Jazz 2 (Bacharach and Blues) Listening & Appraising To identify and move to the pulse with ease. Talk about the music and how it makes you feel, using musical language to describe the music Dimensions of music Know how to keep the internal pulse Singing To demonstrate a good singing posture To follow a leader when singing Playing To know and be able to talk about the instruments they might play or be played in a band or orchestra or by their friends Improvisation To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake Composing To understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Create simple melodies using up to five different notes, and simple rhythms that work musically with the style of the Unit song Performing To talk about the venue and how to use it to best effect (Carol Concert) To communicate the meaning of the words and clearly articulate them

PE	Basketball - To dribble with control under pressure. - To move into and create space to support a teammate. - To choose when to pass and when to dribble. - To use the appropriate defensive technique for the situation. - To develop shooting technique and make decisions about when to pass, dribble or shoot. - To apply principles, rules and tactics to 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 (Strength, control, balance) Tag rugby - To select the appropriate skill, choosing when to run and when to pass. - To move into space to support a teammate abiding by the rules. - To use defending skills to gain possession. - To work as a defending unit to prevent attackers from scoring. - To use a variety of attacking skills to beat a defender. - To apply rules, skills and tactics learnt to play in a tag rugby 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 (Strength, control, balance)	Gymnastics - combine their own work with that of others - link their sequences to specific timings - combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas - Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional\ principles. <u>NC Skills</u> - Core skills (develop flexibility, strength, techniques, control, balance) - Perform dances using a range of movements patterns Hockey skills - To develop dribbling to beat a defender. - To send and receive the ball with control under pressure. - To select the appropriate skill, choosing when to pass and when to dribble. - To move into and create space to support a teammate. - To use the appropriate defensive technique for the situation. - To apply rules, skills and principles to play 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 (Strength, control, balance)
R.E	Saffron Academy Trust Unit 6.1- How and why does religion bring peace and conflict? Multi Session 1: Research and review different religious beliefs of peace Session 2: Examine the connection between religion and conflict Session 3: Investigate the motives, actions and impact of activists promoting peace Session 4: Identify the different ways in which religious members express their desire for peace Session 5: Construct a balanced argument which examines both viewpoints and expresses a personal conclusion	Saffron Academy Trust Unit 6.2 - How do Buddhists explain the suffering in the world? Buddhist Session 1: Examine and outline the principle beliefs of the Buddhist religion Session 2: Investigate the stages of the Eightfold Pathway Session 3: Explain the concepts of Karma and Reincarnation in Buddhism and assess how this impacts behaviour Session 4: Design and create a Jakata Mandala which provides moral guidance
P.H.S.E	Jigsaw- Being me in my world - Identify goals for the year - Understand that actions affect other people - Make choices about own behaviour	Jigsaw- Celebrating differences - Understand there are different perceptions about what normal means. - Explain some of the ways in which one person or a group can have power over another. - Know some of the reasons why people use bullying behaviours.

The Tudors



1154 - 1485
Middle Ages

1485 - 1603
Tudors

1603 - 1714
Stuarts

1714 - 1837
Georgian

1837 - 1901
Victorian

Key Events	
1485	Henry Tudor is crowned King Henry VII.
1509	Henry VII dies. His son, Henry VIII becomes King.
1534	Henry VIII forms the Church of England, separating it from the Roman Catholic Church.
1547	Henry VIII dies. His son, Edward VI becomes King aged 9 years old.
1553	Edward VI dies and the throne is given to Lady Jane Grey (Edward's cousin once removed) for just 9 days before Mary I takes the throne .
1558	Mary I dies. Her half-sister Elizabeth I is Queen of England.
1588	The Spanish Armada is defeated by the English.
1603	Queen Elizabeth I dies ending the Tudor reign .

Tudor Monarchs	
Henry VII	The first Tudor King to reign over England after defeating Richard III in the Battle of Bosworth Field.
Henry VIII	Became King aged 17. He married six times in the hope of having a son to be his heir to the throne .
Edward VI	Henry VIII's son. He was King for just a few years from aged 9 to 15 years old but was considered too young to exercise power as the King.
Lady Jane Grey	After Edward VI died, Jane became Queen for just nine days before Mary (the rightful heir to the throne) imprisoned her.
Mary I	Henry VIII's daughter. Nicknamed 'Bloody Mary' after burning people at the stake if they didn't agree to the religious changes she made to the country.
Elizabeth I	Daughter of Henry VIII. She reigned for nearly 45 years and led the English navy to defeat the Spanish Armada. She never married or had any children so when she died, the Tudor era ended.

Henry VIII's Wives						
	Catherine of Aragon (divorced)	Anne Boleyn (beheaded)	Jane Seymour (died)	Anne of Cleves (divorced)	Catherine Howard (beheaded)	Katherine Parr (survived)

Tudor Clothes
Tudor clothing was lavish. Wealthy Tudors' clothes would be decorated with gold and jewels.
Middle class Tudors' clothes were much plainer and poor Tudors would wear simple, loose fitting cotton clothes.



Tudor Houses
Ordinary Tudor houses were made from a framework of wooden beams with wattle and daub (sticks and twigs mixed with clay and dung) attached between the frame. The wattle and daub was painted white leaving the beams exposed.
In poor Tudor houses, chimneys were just a hole in the roof to let out smoke. Windows were made from animal's horns or paper.
Wealthy Tudor houses were built from bricks in a symmetrical formation. Chimneys were tall and ornate. Windows were a sign of wealth so rich Tudors had as many windows as possible.

Food and Drink
- Food was seen as a sign of wealth. - Bread, butter, cheese, eggs, fish and meat were usually on the menu along with potage (a vegetable broth thickened with oats.) - Meat could include beef, pork, lamb, rabbit, pheasant, deer, goose, wild boar and pigeon. - Henry VIII often ate swan and seagull. - Water was not used as a drink as it was thought to be unsafe. People, including children, would drink weak ale instead.

Shakespeare
William Shakespeare was a famous poet, playwright and actor of the Tudor times. He wrote many plays which were performed at the Globe Theatre including Romeo and Juliet.

heir

trade

explore

Protestant

Catholic

monarch

reformation

circumnavigate

heir



A person who has the right to receive property or a title after the death of its owner.

trade



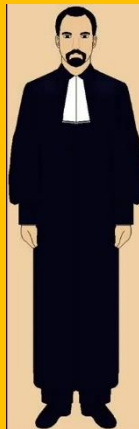
Buying and selling things that people make or grow.

explore



To search or discover something.

Protestant



A member of one of the Christian churches that separated from the Roman Catholic Church.

Catholic



A member of the Roman Catholic Church.

monarch



A ruler such as a king, queen or emperor.

reformation



The move of part of the church away from the authority of the Pope.

circumnavigate



To travel or sail all the way around something, particularly the Earth.