



# Believe ~ Learn ~ Grow

## Ridgeway Farm CE Academy Curriculum Map

### Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Value	Generosity	Compassion	Courage	Forgiveness	Service	Respect
	Inspirational Theme	Inspirational Theme: <b>Community</b>	Inspirational Theme: <b>Diversity</b>	Inspirational Theme: <b>Leadership</b>	Inspirational Theme: <b>Children</b>	Inspirational Theme: <b>Explorers</b>	Inspirational Theme: <b>Creation</b>
		Mexico (G)	Maya & British History (H)	British history beyond 1066 (H)	Rainforests (G)	Evolution & Inheritance (S)	Animals including humans (S)
	Big Question	How do Mexico and Wiltshire compare?	How did the Maya civilization compare to the Anglo Saxons?	How has the power of the monarchy changed over time?	How are rainforests important to us?	What does it mean to adapt?	How do you keep your heart healthy?
	Experiences and Inspiration	Mexico Launch Day Class Open Session	Pantomime  Bikeability	Wow Day – Battle of Bosworth and Tudor Day  Go to the local park	Eco project – how can we sustain our school?  Residential - PGL	The Living Rainforest (Amazing Adaptations Tour)	Legoland Leavers' Trip  Make £5 grow - Virgin
	Texts & Film					 	
	Writing Focus	<b>Sequel</b> What happens the second time around?	<b>New page for the story</b>	<b>Alternative viewpoint</b> Retelling the story from Harriet's viewpoint	<b>Writing to Entertain:</b> Adventure Stories set in the Amazon	<b>Writing to Entertain</b> Prequel Retelling the Alma film	<b>Film</b> Written version of the El Caminante film

	<p><b>Writing to Argue: Persuasion</b> The girl's speech to the people in the city</p>	<p>Brother tries to persuade his friends to go to the sit ins (dialogue)</p> <p><b>Writing to Inform:</b> Biographies</p>	<p><b>Writing to Inform: Report</b> Report about Harriett Tubman / the Underground Railroad</p>	<p><b>Writing to Explain: Instructions</b> Survival guide for the rainforest</p>	<p><b>Writing to Argue: Persuasion (advertising)</b> Travel brochure for the island</p>	<p><b>Writing to Inform: News Broadcast</b> Twin Towers Tightrope!</p>
Spelling	Challenge Words (Year 5/6 Statutory Spelling Words)	<p>Challenge Words (Year 5/6 Statutory Spelling Words)</p> <p><u>Spelling Rules</u></p> <ul style="list-style-type: none"> <li>- Words with the short vowel sound /i/ spelled y.</li> <li>- Words with the long vowel sound /i/ spelled with a y.</li> </ul>	<p><u>Spelling Rules</u></p> <ul style="list-style-type: none"> <li>- Adding the prefix '-over' to verbs.</li> <li>- Convert nouns or verbs into adjectives using suffix '-ful'.</li> <li>- Words which can be nouns and verbs.</li> <li>- Words with an /o/ sound spelled 'ou' or 'ow'.</li> <li>- Words with a soft c spelled /ce/.</li> <li>- Prefix dis, un, over, im. Each have a particular meaning.</li> </ul>	<p><u>Spelling Rules</u></p> <ul style="list-style-type: none"> <li>- Words with the /f/ sound spelled 'ph'.</li> <li>- Words with origins in other countries.</li> <li>- Words with unstressed vowel sounds.</li> <li>- Words with endings /shuh/ after a vowel letter.</li> <li>- Words with endings /shuh;/ after a consonant letter.</li> <li>- Words with the common letter string 'acc' at the beginning of words.</li> </ul>	<p><u>Spelling Rules</u></p> <ul style="list-style-type: none"> <li>- Words ending in '-ably'.</li> <li>- Words ending in '-ible'.</li> <li>- Adding the suffix '-ibly' to create an adverb.</li> <li>- Changing '-ent' to '-ence'.</li> <li>- -er, -ar, -or at the end of words.</li> <li>- Adverbs synonymous with determination</li> </ul>	<p><u>Spelling Rules</u></p> <ul style="list-style-type: none"> <li>- Adjectives to describe settings.</li> <li>- Vocabulary to describe feelings.</li> <li>- Adjectives to describe character.</li> <li>- Grammar vocabulary (x2)</li> <li>- Mathematical Vocabulary</li> </ul>
Whole Class Reading	<p>Trash (Andy Mulligan)</p> <p>Leon and the Place Between (Angela McAllister)</p> <p>Holes (Louis Sachar)</p>	<p>Kensuke's Kingdom (Michael Morpurgo)</p> <p>The One and Only Ivan (Katherine Applegate)</p> <p>The Boy at the Back of the Class (Onjali Q Rauf)</p>	<p>Letters from the Lighthouse (Emma Carroll)</p> <p>Once (Morris Gleitzman)</p>	<p>Journey to the River Sea (Eva Ibbotson)</p> <p>Brightstorm (Vashti Hardy)</p>	<p>Pig Heart Boy (Malorie Blackman)</p> <p>The Girl of Ink and Stars (Kiran Millwood Hargrave)</p> <p>The Watertower (Gary Crew)</p>	<p>A Monster Calls (Patrick Ness)</p> <p>The 1000 Year Old Boy (Ross Welford)</p>
Maths	<p>Place Value</p> <p>Addition, Subtraction, Multiplication &amp; Division</p>	<p>Fractions A &amp; B</p> <p>Converting Units</p>	<p>Ratio</p> <p>Algebra</p> <p>Decimals</p>	<p>Fractions, Decimals &amp; Percentages</p> <p>Area, Perimeter and Volume</p> <p>Statistics</p>	<p>Shape</p> <p>Geometry</p>	<p>Themed projects</p> <p>Position and Direction</p>
Theme	Use aerial photographs to compare Wiltshire in the	Examine a variety of sources and use these to make inferences about the		Use atlases, maps and aerial photographs to find rainforests and explain	Building on what they learned about fossils in the topic on rocks in	Children will build on their learning from years 3 and 4 about the main body parts

	<p>UK and Mexico in Central America. Identify and describe how the physical features affect the human activity within a location. Study physical maps of Mexico and label them to show the different regions. Use this knowledge to explain the land-use patterns of Mexico. Explain how the human geography of a region of Mexico (such as Mexico City or Baja California) has changed over the years. Study tourism and migration patterns of Mexico. Research which parts of Mexico generate the most tourism and explain the reasons why. Compare similarities and differences between a region of South America and a region in UK and understand the reasons for these. Analyse, interpret and plot graphs that show variations in temperatures across the year in different parts of Mexico.</p>	<p>past – in particular about Maya economy, culture, religious beliefs and society. Describe how the Maya civilisation has had an impact on modern society. Examine the timeline of the Maya civilisation and consider where there was a rapid change and where there was very little change. Explain why this may be the case. Compare what was happening in the Maya civilisation with what was happening in Britain at the same time. Place the chronology of key events of the Mayan civilisation on a time line with a chronology of the history of Britain. Compare the Maya with the Greek and Egyptian civilisations using a Venn diagram. Describe the ideas, beliefs and attitudes of all groups of people in the Maya civilisation.</p>		<p>what the climate is like there. Explain why rainforests cannot be found in the UK. Label maps to show where rainforests can be located. Compare the average rainfall in different climate zones, including the rainforest. Compare the sizes of different rainforests. Explain how the vegetation and animal life changes in the different layers of the rainforest. Investigate the effects of climate change and pollution on rainforests. Research trade routes from the UK, looking at key exports and imports. Investigate the natural resources, such as palm oil, that can be found in the rainforest and the role they play in trade route. Describe the fair trade process for some products from the rainforest.</p>	<p>year 3, Children should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Children might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p> <p>Children will work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing</p>	<p>and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function. Children will learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Children will work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>
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					how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They will analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.	
RE	U2.1 Why do some people believe in God and some people not? (C, NR)	UC U2.2 Creation and science: conflicting or complementary?	U2.9 What can be done to reduce racism? Can religion help?	UC U2.5 What do Christians believe Jesus did to 'save' people?	UC U2.6 For Christians, what kind of King is Jesus?	U2.3 What do religions say to people when life gets hard? (C, H, NR)
Working Scientifically	<ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>					
Science	- 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	- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - compare and give reasons for variations in how components function, including the brightness of		- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals	- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - recognise the impact of diet, exercise, drugs and lifestyle

	<ul style="list-style-type: none"> <li>- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<ul style="list-style-type: none"> <li>bulbs, the loudness of buzzers and the on/off position of switches</li> <li>- use recognised symbols when representing a simple circuit in a diagram.</li> </ul>		<ul style="list-style-type: none"> <li>- give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<ul style="list-style-type: none"> <li>on the way their bodies function</li> <li>- describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>
Geography	<p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including hills, mountains, rivers, key topographical features and land-use patterns. Understand how some of these aspects have changed over time. Explore and describe how geography is different and diverse across the world.</p>			<p>Locational knowledge locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major Land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Geographical enquiry Suggest questions for investigating.</p>		

	<p>Describe and understand key aspects of human and physical geography.</p> <p>Geographical enquiry Suggest questions for investigating. Use primary and secondary sources in their investigation.</p> <p>Knowledge and understanding of places Describe how physical and human processes can lead to similarities and differences between places.</p> <p>Geographical skills Locate and identify the key physical and human characteristics of the world. Identify the position and significance of the Tropics of Capricorn and Cancer; Longitude and Latitude and world time zones. Use digital/computer mapping to locate countries and describe features studied.</p>			<p>Use primary and secondary sources in their investigation.</p> <p>Knowledge and understanding of places Describe how physical and human processes can lead to similarities and differences between places.</p> <p>Geographical skills Locate and identify the key physical and human characteristics of the world. Identify the position and significance of the Tropics of Capricorn and Cancer; Longitude and Latitude and world time zones Use digital/computer mapping to locate countries and describe features studied.</p> <p>Environmental change and sustainable environment Describe and understand key aspects of economic activity, including trade links and the distribution of natural resources including energy, food, minerals and water. Recognise how the processes of the human and physical world are interdependent.</p>		
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History		<p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p>Chronological Understanding Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line</p> <p>Range and depth of historical knowledge Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied</p> <p>Interpretations of history</p>	<p>Study of an aspect or theme in British history that extends Children' chronological knowledge beyond 1066</p> <p>Chronological Understanding Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line</p> <p>Range and depth of historical knowledge Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied</p> <p>Interpretations of history Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p>			
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		<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>Historical enquiry</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>	<p>Be aware that different evidence will lead to different conclusions</p> <p>Confidently use the library and internet for research</p> <p>Historical enquiry</p> <p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p>			
Art		<u>Art</u> Drawing: Making My Voice Heard (5)	<u>Art</u> Painting and Mixed Media: Artist Study (9)	<u>Art</u> Painting and Mixed Media: Artist Study (continued)	<u>Art</u> Sculpture and 3D: Making Memories	<u>Art</u> Craft and Design: Photo Opportunity
Design and Technology	<u>Design and Technology</u> Digital World: Navigating the World (5)	<u>Design and Technology</u> Cooking and Nutrition: Come Dine With Me (4)	<u>Design and Technology</u> Structures: Playgrounds (4)	<u>Design and Technology</u> Textiles: Waistcoats (4)	<u>Design and Technology</u> Electrical Systems: Steady Hand Game (4)	<u>Design and Technology</u> Mechanical Systems: Automata Toys (4)
Computing	Coding	Online Safety Spreadsheets	Blogging Text Adventures	Text Adventures Networking	Quizzing	Understanding Binary Spreadsheets
PSHE	Being me in my world	Healthy Mind	Dreams and Goals	Celebrating Differences	Relationships	Changing Me
PE	Tcoukball	Mighty Movers (Boxercise)	Hockey	Cool Core (Pliates)	Step to the Beat	Gymfit Circuits
	Boot Camp	Lacrosse	Fitness Frenzy	Invaders	Striking and Fielding	Young Olympians
Music	Baroque	Dynamics, pitch and texture (Theme: Coast -	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' song



		Fingal's Cave by Mendelssohn				
Spanish	Phonics 3&4 (X) At School (P)	Planets (P)	The Weekend (P)	Habitats (P)	Vikings (P)	Me in the world (P)