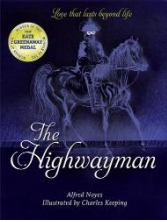





John Hampden Primary School Curriculum Map



Year 6 Long Term Overview

Autumn Term		Spring Term		Summer Term	
PSHE Theme BEING ME IN MY WORLD CELEBRATING DIFFERENCE		PSHE Theme DREAMS & GOALS HEALTHY ME		PSHE Theme RELATIONSHIPS CHANGING ME	
Autumn 1 Me and My World	Autumn 2 Conflict, Duty and Sacrifice	Spring 1 Motivation for Change	Spring 2 Blood, Breath and Fears	Summer 1 Muggles, Magic & Malevolence	Summer 2 Be Awesome!
<p>Core Text: Wonder</p>  	<p>Core Text: War Horse / War Game</p>   	<p>Core Text: Journey to Jo'burg</p>   	<p>Core Text: Pig Heart Boy</p>  	<p>Core Text: Harry Potter & the Philosophers Stone</p>  	<p>Core Text: You Are Awesome & Go Big</p>   
<p>PSHE Outcomes:</p> <p>Identifying goals for the year. Promoting global citizenship. Children's universal rights. Feeling welcome and valued. Choices, consequences and Rewards. Understanding group dynamics. Democracy & having a voice. Exploring anti-social behaviour.</p>	<p>PSHE Outcomes:</p> <p>Challenging perceptions of normality. Understanding disability. Exploring power struggles. Understanding bullying and peer-pressure. Promoting inclusion and challenging exclusion.</p>	<p>PSHE Outcomes:</p> <p>Setting personal learning goals, both in and out of school, creating and using success criteria. Exploring emotions in success. Making a difference in the world. Motivations for change. Recognising achievements.</p>	<p>PSHE Outcomes:</p> <p>Taking personal responsibility. Understanding how substances affect the body. Investigating exploitation, including 'county lines' and gang culture. Exploring emotional and mental health. Managing stress.</p>	<p>PSHE Outcomes:</p> <p>Identifying mental health worries and sources of support. Exploring love and loss. Managing feelings. Exploring power and control. Exercising assertiveness. Take responsibility with using technology and being safe online.</p>	<p>PSHE Outcomes:</p> <p>Exploring self-image and body-image Understanding puberty and changeable feelings. Understanding the process of conception to birth. Reflecting on change. Discuss physical attraction, respect and consent,</p>

Exploring positive role-models.	Recognising differences as sources of conflict and celebration. Encouraging empathy.	Giving and receiving compliments.			boyfriends/girlfriends, awareness of sexting. Transition to secondary school.
Topic overview: In this topic, we will be learning about ourselves, thinking about our roles at school, at home and in the wider community. We will centre our discussions around 'Wonder' – thinking about the impact of Auggie's condition from different perspectives and understanding the positive and negative reactions to him. We will explore our own feelings of being 'included' or 'on the outside' and think about how our actions and words can have an impact on others.	Topic Overview: This topic will centre around the events leading up to the first world war, the war itself and the path to peace and resolution. As well as our core text we will study propaganda as a tool for recruitment and explore first world war poetry to illustrate changing attitudes towards the war. We will look at the impact of war on Thame by studying the number of leaving and returning soldiers and the importance of remembrance in the lead up to 11 th November.	Topic Overview: In this topic we will look at Nelson Mandela as an influential figure with a dream. Through the story we will look at the realities of apartheid and what this meant for people in South Africa and its impact on the world. We will also study extracts from 'Long Walk to Freedom' to unpick the chronology of Mandela's fight and to consider our own endeavours and the goals we need to achieve to get there.	Topic Overview: This topic explores the journey of a young boy with a heart condition who is part of a ground-breaking procedure to save his life. Within this topic, we will look at the ethics around new medical procedures and animal experimentation, as well as the complexities of relationships as emotions run high. We will look at the circulatory and respiratory systems in the human body and explore the impact that drugs, smoking and alcohol can have on it.	Topic Overview: This topic will look at the complexities of relationships between cultures, peers, teacher & peers, parents & children. Themes such as power/abuse of power, violence and hatred, love, loss, prejudice, and free choice will be explored and pupils will write from the perspectives of different characters and viewpoints as they try to unpick and empathise with their actions.	Topic Overview: Throughout this topic, we will be exploring themes of change, difference and acceptance, relating it to our own transition to Secondary. We will be looking at behaviours of characters and relating it to our own fears and insecurities, and how we develop our growth mindset as we move towards new challenges.
Writing Opportunities: To entertain: Narrative (changing viewpoints in 'Wonder') To inform: Character diaries Field Week recounts and non-chronological reports	Writing Opportunities: To inform: Letters from the trenches Poetry: Performing and writing WW1 poetry	Writing Opportunities: To inform: Mandela biographies Character diary Poetry: Civil Rights poetry	Writing Opportunities: To discuss: Balanced arguments (xenotransplantation debate) To entertain: 'The Highwayman' playscripts	Writing Opportunities: To inform: 'Fantastic Beasts' non-chronological reports To discuss: Trip review (HP Studio Tour)	Writing Opportunities: To entertain: Setting descriptions in 'Alma' To persuade: Y7 Transition Projects (various topics)
Art Access Art Unit: Exploring Identity Explore how artists embrace culture, background and passions which make them who they are. (collage, drawing & sketchbooks)	Art Access Art Unit: Set Design Design sets which form the backdrop to give context to drama. Drawing to create sets, thinking about lighting, perspective and composition (WW1 Trench). (making, drawing, sketchbooks)	Art Access Art Unit: Activism Explore how artists use their skills to speak on behalf of communities. Making art about things you care about. (printing, collage & drawing)	DT Food – celebrating culture and seasonality.	DT Electrical systems – using more complex structures and circuits (including programming, control and monitoring)	Art/DT: Production art, prop-making, programmes, posters

	DT Christmas stockings – combining different fabric, and shapes.				
Experiential Learning: Squash coaching at Racquets, Wonder DVD night, Thame Museum visit and exploring Thame. Jeans for Genes Day – Ashley’s Story (Teaching Resource video). IMPS (Injury Minimisation Programme for Schools) – safety and first aid workshops. Y6 Field Week (Residential in Wales).	Experiential Learning: Mr Haigh visit to talk about his Grandfather in WW1, Remembrance Assembly led by Year 6, visit to Thame memorial garden, Squash tuition at Racquets, WW1 Workshop, Thame Cinema visit, Black History Month	Experiential Learning: Whole-school Arts Week E-Safety Week	Experiential Learning: Junior Citizen – safety and dealing with emergencies	Experiential Learning: Harry Potter Studio Tour, Lord Williams’s School Primary Dance Festival,	Experiential Learning: Summer Production, Sleepover, Sports week (various coaching sessions)
Maths: · Place value revision, Four operations—formal written methods and mental strategies, introduction to algebra, calculations with fractions, understanding word problems, converting units of measurement, times tables practice	Maths: White Rose scheme of work and SATs practice (arithmetic & problem-solving/reasoning) Four operations—formal written methods and mental strategies Introduction to algebra and decimals– including calculations with Fractions. Understanding word problems.	Maths: White Rose scheme of work and SATs practice (arithmetic & reasoning) Mental calculations Decimals, percentages, fractions Written methods (4 operations) Place value Properties of shape Measures (including time, money and conversions)	Maths: White Rose scheme of work, SATs practice and revision (arithmetic & reasoning).	Maths: White Rose scheme of work, SATs practice and revision (arithmetic & reasoning) Weekly after-school SATs revision drop-in sessions.	Maths: Consolidation of arithmetic and reasoning through investigations and word problems. Transition project: number walls.
Humanities: Geography skills (maps, key symbols, physical features and key locations in the British Isles). Local History Study: John Hampden and the Civil War (Week Study) Science: Electricity (building circuits and using circuit diagrams, electrical safety).	Humanities: World War One (Links to local history and changes in Thame). Key figures, facts, places and events and the impact of the war on Thame. The role of women during and after the war. Walter Tull: The incredible story of a football pioneer and war hero.	Humanities: Social History: Racism (Apartheid in South Africa and Segregation in America). Nelson Mandela and Martin Luther King – Leaders of Change. Rosa Parks and the Montgomery Bus Boycott. Geography of South Africa – physical features, climates and key places.	Humanities: Mountains: World mountains, how mountains are formed, tourism and the impact on the environment. Science: Animals including humans (Keeping Healthy) The circulatory system, the structure of the heart and lungs, healthy lifestyles and the impact of an unhealthy	Humanities: The geography of the Galapagos Islands and the life and work of Charles Darwin. Science: Evolution & Inheritance (Charles Darwin) Use fossil evidence to explain what life was like on earth millions of years ago	RE: Does belief in Akhirah (life after death) help Muslims lead good lives? (Islam) PE: Athletics (preparation for Sports Day events), Dance (leading to Dance Festival performance and Summer Production), Cricket

<p>RE: What is the best way for a Muslim to show commitment to God? (Islam)</p> <p>PE: REAL PE – cognitive skills, tactics and ball control. Swimming/squash.</p> <p>Computing: Coding using ipads to create movement (WeDo)</p> <p>Music: Rhythm and pulse (reading and writing rhythm notation), History of Music timeline</p>	<p>Science: Light How light travels, reflection, refraction, white light and the spectrum, how we see.</p> <p>RE: How significant is it that Mary was Jesus’ mother? (Christianity)</p> <p>PE: Squash/swimming, Dodgeball Excalibur I.</p> <p>Computing: Quizzing/Blogging.</p> <p>French: ‘This is France’ (distance, direction, nationality, Paris)</p>	<p>Science: Living things and their Habitats Classification and grouping, characteristics, Linnaeus, adaptation to habitat factors, variation between species.</p> <p>RE: Is anything ever eternal? (Christianity)</p> <p>PE: REAL PE Health and Fitness (exploring fitness, recording own fitness and planning activities for fitness), Gymnastics</p> <p>Computing: Garage Band (Multimedia), Internet Safety Week</p> <p>French: ‘Let’s visit a French Town’ (who lives where, amenities-library/school etc, maths/numbers)</p> <p>Music: Garage Band (link to Computing)</p>	<p>lifestyle and drugs on the body.</p> <p>Big Science Event: devising, conducting and presenting group science experiment.</p> <p>RE: Is Christianity still a strong religion, two thousand years after Jesus was on Earth? (Christianity)</p> <p>PE: Tag Rugby, REAL PE – Personal (developing movements and flow between them, performing skills). Excalibur Challenge II.</p> <p>Computing: Databases and Networks, Green Screen (Highwayman News)</p> <p>Music: Films and Scores, History of Music timeline</p>	<p>Explain how the fossil record provides evidence for evolution. The life and research of Charles Darwin. Offspring and variation.</p> <p>RE: What is the best way for a Jew to show commitment to God? (Judaism)</p> <p>PE: Hockey, netball.</p> <p>Computing: Coding using Scratch</p> <p>French: ‘Let’s go Shopping’ (eating out, shopping, money, clothing, telling the time, days of the week)</p>	<p>Computing: LWS Transition Project (Hour of Code).</p> <p>Music: Learning production songs, working together on arrangements of ensemble/small groups and solo parts</p>
<p>EMOTIONAL LITERACY: EMPATHY - Compare my own needs with children in different communities. Empathise with feelings and actions of others.</p> <p>“Now that I know...I can understand why...”</p>	<p>EMOTIONAL LITERACY: CHALLENGING NORMAL – Awareness of attitudes towards differences and perceived differences in society.</p> <p>“.....could affect somebody’s life by....”</p> <p>“People may behave in this way because....”</p>	<p>EMOTIONAL LITERACY: RESILIENCE – Understanding challenges and setting realistic goals. Work with others to make the world a better place.</p> <p>“In light of we could.....to make the world a better place.”</p>	<p>EMOTIONAL LITERACY: WELL-BEING – Keeping ourselves emotionally and physically healthy and developing strategies to manage stress and pressure.</p> <p>“I recognise when I feel....”</p>	<p>EMOTIONAL LITERACY: RESPECT – Exploring strategies to deal with extreme emotion and take responsibility for our own safety and well-being and recognise when someone is trying to dominate or over-power a situation.</p> <p>“I recognise that....is trying to exert power by....”</p> <p>“I understand that.....may act in this way because....”</p>	<p>EMOTIONAL LITERACY: MANAGING CHANGE – Understanding relationships between people. Look at current personal, local and global changes and determine ways to address our own roles in making change happen.</p> <p>“We need to change.....due to”</p>