Year 6 Curriculum Map 2026-2027

Cuddington Community Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	**Industrial Revolution**	**Local Fieldwork**	**Civil Rights**	**Population**	**Twentieth Century Conflict**	**Globalisation**
Key Text(s)	**Journeys & Migration** ***The Arrival*** ***Shaun Tan*** ***Windrush Child*** ***Benjamin Zephaniah***	**Evolution & Inheritance** ***Can We Save the Tiger?*** ***Martin Jenkins*** ***The Last Bear*** ***Hannah Gold***	**Utopia & Dystopia** ***Boy in the Tower*** ***Polly Ho-Yen*** ***Paradise Sands*** ***Levi Pinfold***	**Protest & activism** ***Suffragette: The Battle for Equality*** ***David Roberts*** ***Stonewall*** ***R Sanders & J Christoph***	**Faye vs free will** ***The Wind in the Wall*** ***Sally Gardener*** ***Romeo & Juliet*** ***William Shakespear***	**Crossing borders** ***The Unforgotten Coat*** ***Frank Cotrell Boyce*** ***Some Places More than Others*** ***Renee Watson***
Science	**Light and Reflection** • Compare sources of light and explain how the eye is protected from light. • Describe how light travels and how we see luminous and non-luminous objects. • Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow. • Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that was cast. • Recall what happens to light when it reaches a smooth mirror surface. • Identify the incoming and reflected rays and describe the relationship between their angles. periscope works using ray diagrams.	**Classifying big and small** • Define the term 'organism' and name the seven life processes of all living things. • Describe the work of Carl Linnaeus. • Define the term 'vertebrate' and name the vertebrate groups. • Describe the characteristics of fish, amphibians, reptiles, birds and mammals. • Compare the characteristics of the vertebrate groups. • Define the term 'invertebrate'. • Describe the characteristics of worms, snails, spiders and insects. • Compare the characteristics of the invertebrate groups. • Name the plant groups. • Describe the characteristics of flowering plants, ferns, mosses and conifers.	**Circulation and Health** • Recall factors that improve someone's health and those that impact health negatively and suggest improvements to someone's health. • Describe the circulatory system as the heart and blood vessels transporting blood around the body and recall that the heart is a pump that pushes blood through the circulatory system. • Describe the pathway of blood through the circulatory system, including passing through the heart twice in a complete circuit through the body. • Describe some of the functions of blood, including transporting substances like oxygen, water and nutrients around the body. • Recall what is meant by heart rate and	**Evolution and inheritance** ○ Define and identify variation in organisms and recall that it is caused by inherited and environmental factors. ○ Recall that living things produce offspring of the same kind but are not normally identical to their parents. ○ Describe patterns of inheritance from parent to offspring in a given example or family tree. ○ Describe what an adaptation is; it cannot be chosen and is usually inherited. ○ Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive. ○ Explain how variation may affect survival within an evolution and describe methods that make scientists' results or conclusions more trustworthy. **When working scientifically, pupils who are secure will be able to:**	**Circuits, batteries and** Build **switches** • Compare sources of light and explain how the eye is protected from light. • Describe how light travels and how we see luminous and non-luminous objects. • Recall factors that affect the size of a shadow and describe how the distance between an object and the surface its shadow is cast on affects the size of the shadow. • Use ray diagrams to explain why shadows change size and why the shape of a shadow matches the object that was cast. • Recall what happens to light when it reaches a smooth mirror surface. • Identify the incoming and reflected rays and describe the relationship between their angles. • Use mirrors to make a working periscope and	**Making Connections: Are some sunglasses safer than others?** • Recall key knowledge from previous units. • Apply knowledge in new contexts. **When working scientifically, pupils who are secure will be able to:** • Carry out a full scientific enquiry.

	• Recall a range of uses of mirrors and reflection, describe how a mirror reflects light in different situations and explain how light is reflected using knowledge of light and reflection. **When working scientifically, pupils who are secure will be able to:** • Make observations about the properties of light. • Use my observations as evidence to support conclusions about light. • Draw ray diagrams. • Pose testable questions in response to observations. • Record my measurements as a line graph. • Use my line graph to extrapolate data and make predictions about missing values • Use mirrors to make a working periscope and explain how a. Recall various jobs or inventions that use mirrors and reflection	• Define the term 'micro-organism' and name some examples. **When working scientifically pupils who are secure will be able to:** • Use a classification key to group and identify organisms. • Make a simple classification key. .	research using multiple websites to find reliable animal masses. • Identify the pattern between animals' size and heart rate and quote values as evidence. • Describe how different exercises affect heart rate and explain why heart rate changes during exercise. • Describe what happens to heart rate during and after exercise and compare two sets of heart data to identify a link between heart rate and fitness. **When working scientifically, pupils who are secure will be able to:** • Evaluate the trustworthiness of secondary sources that provide health advice. • Evaluate the model blood by considering a strength and a weakness when representing blood and suggesting improvements. • Compare class values and recognise when they do not match.	○ Sort variation as environmental, inherited or a mixture of both. ○ Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control. ○ Comment on the reliability of the results and the degree of trust. ○ Consider how evidence is used to form theories and the degree of trust the evidence offers. ○ ○ population and recall what natural selection means. Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species. Recall different types of evidence that can be used to explain.	explain how a periscope works using ray diagrams. • Recall a range of uses of mirrors and reflection, describe how a mirror reflects light in different situations and explain how light is reflected using knowledge of light and reflection. **When working scientifically, pupils who are secure will be able to** • Make observations about the properties of light. • Use my observations as evidence to support conclusions about light. • Draw ray diagrams. • Pose testable questions in response to observations. • Record my measurements as a line graph. • Use my line graph to extrapolate data and make predictions about missing values. • Recall various jobs or inventions that use mirrors and reflection.	

			• Use identified patterns to predict new values. • Write a method for an enquiry with consideration of equipment, the different versions of the changed variable and how to complete the measured variable. • Choose a suitable title and axis labels with units for the line graph and plot points on the line graph.			
Humanities	**<u>Industrial Revolution</u>** **<u>Key questions covered:</u>** -What were the key features of Victorian society? -What were living and working conditions like during the Industrial Revolution? - How successful were political acts at making Victorian Britain fairer? -What was it like for children working during the Industrial Revolution? -How did the Industrial Revolution change Feltham?	**<u>Fieldwork</u>** **<u>Key questions covered:</u>** **-** Why do geographers do fieldwork? - What tools do geographers use? - How do geographers collect and present data? - Designing tools for fieldwork - Conducting fieldwork	**<u>Civil Rights</u>** **<u>Key questions covered:</u>** - What was the United States of America like in the 1950s? - Why did Oliver Brown take the Board of education to the Supreme Court? - Why didn't Rosa Parks give up her seat on the bus? What was Dr Martin Luther King Jr's dream? - Why did 3,200 people march from Selma to Montgomery? - What is the Black Lives Matter Movement and why is it needed	**<u>Population</u>** **<u>Key questions covered:</u>** - Where are all the people? - Why does population change? - What is a population pyramid? - What challenges can a growing population present? - What challenges can an ageing population present? - How do we feed the planet?	**<u>Twentieth Century Conflict</u>** **<u>Key questions covered:</u>** - What caused the First World War to break out? - Why were so many lives lost on the Western Front? - Was the Treaty of Versailles fair? - How did Hitler rise to power in the 1930s? - What was life like in Nazi Germany? - Was the Second World War inevitable?	**<u>Globalisation</u>** **<u>Key questions covered:</u>** - What is globalisation? - When did it begin? - Why has transport been so important for globalisation? - How has communication changed? - How is trade with other countries advantageous and disadvantageous? - What are the most powerful global food companies?

Art & Design **Design Technology**	**Drawing: Expressing ideas** • Identify key features of street art and murals. • Discuss the intention and impact of street art. • Use various shading techniques to show texture, tone, form and depth. • Apply one point perspective in their work. • Enlarge a drawing by scaling using an accurately drawn grid. • Show an understanding of perspective, scale and proportion with a level of accuracy across their design. • Choose appropriate materials for their design and explain their choices and intention. • Use space effectively to enhance visual impact of their graffiti tag.	**Young Enterprise project** • **design and produce a range of identical Christmas decorations that can be sold at the PSA Christmas fare.** • **design and build a stand to display the products effectively** • investigate and analyse a range of existing products (Christmas decorations and display stands) • use research and develop design criteria to design innovative, functional, appealing products that are fit for purpose (Christmas decorations to hang on a tree or indoors). • select from and use a **wider range of tools and equipment to perform practical tasks** [for example, cutting, shaping, joining and finishing], accurately. • select from and use a **wider range of materials and components**, including construction materials and textiles – accurately applying a range of finishing techniques including those from art and design. • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work – communicate their ideas through discussion, annotated sketches. • apply their understanding of how to strengthen, stiffen and reinforce more complex structures – suggest	**Painting and mixed media** • Understand a narrative and use descriptive language to tell a story. • Suggest ideas for the meaning behind a picture. • Identify different features within a painting and use the formal elements to describe it. • Be creative and imaginative in finding their own meaning in a painting. • Use their own art or personal experiences to justify their ideas. • Read a picture well and see beyond the first glance, analysing and evaluating it successfully. • Reflect on personal experiences to convey through their own piece of abstract art. • Contribute to discussions to either the class, group or talk partner. • Understand and choose a meaningful message to convey through imagery, creating some different composition ideas. • Select an appropriate artist. • Collect a range of information that is presented in an interesting and pleasing way in sketchbooks. • Generate an idea for a final piece, demonstrating some inspiration from their chosen artist. • Produce a final piece of work, selecting appropriate tools and materials to create an intended effect. • Experiment and revisit ideas, drawing on creative experiences.	**Structures: Playgrounds** • Create five apparatus designs, applying the design criteria to their work. • Make suitable changes to their work after peer evaluation. • Make roughly three different structures from their plans using the materials available. • Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. • Secure their apparatus to a base. • Make a range of landscape features using a variety of materials which will enhance their apparatus.	**Sculpture and 3D: Making memories** • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence. • Competently reflect on successes and personal development.	**Craft and design** • Explain how a new image can be created using a combination of other images. • Understand what photomontage is and recognise how artists use photography. • Select relevant images and cut them with confidence and a level of control. • Demonstrate a competent knowledge of effective composition, discussing their ideas. • Use recording devices and available software with confidence. • Demonstrate a confident understanding of Edward Weston's style through their artistic choices. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Select a suitable range of props, considering the design brief and their initial ideas. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. • Use editing software to change their image, reflecting an artist's style. • Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. • Set up a composition and think about a space that will provide good lighting levels. • Take a portrait that is focused and appropriately framed. • Draw an accurately measured grid, with some support,

		alternative methods of making decorations if the first attempts fail. • To know how much products cost to make, how sustainable and innovative they are and the impact products have on their intended purpose. • understand how key events **and individuals in design** and technology have helped shape the world (powerpoint provided by AK for guided reading sessions)	• Work in a sustained way to complete a piece, making evaluations at each stage.			understanding how it can support them with their drawing. • Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. • Create a final painting or drawing with tonal differences that create a photo-realistic effect. •

Music	**Music and Technology** • To know the features of soul music. • To know that today, music and songs are often created and composed using a DAW (Digital Audio Workstation). • To recognise live and digital sounds.	**Developing Ensemble Skills** • To know that gradual changes from soft to loud (crescendo) or from loud to soft (decrescendo) can help make music more exciting. • To play a melody on a tuned percussion instrument, melodic instrument and/or keyboard. • To read notation within the range of one octave.	**Creative Composition** • To make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	**Musical Styles Connect Us** • To play, improvise and compose using a selection of these notes: C, C♯, D, E, F, F♯, G, A, B♭, B on the recorder. • To compose to the theme of: My Community. • To accurately identify most instruments within the unit and describe their timbres, including various vocal styles.	**Improvising with Confidence** • To identify and describe the sounds of various and contrasting vocal/instrumental styles, including Rock, Gospel, A cappella groups and symphony orchestras. • To improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps).	**Farewell Tour** • To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest. • To use music software/technology to capture, change, combine and record sounds. • To evaluate and discuss how my performance might change in different venues/spaces.
Computing	• **Online safety** • A digital footprint means the information that exists on the internet as a result of a person's online activity. • What steps are required to capture bullying content as evidence. • It is important to manage personal passwords effectively. • What it means to have a positive online reputation. • **Some common online scams**	**Computer systems and networks: Bletchley Park and the history of computers** • The importance of having a secure password and what brute force hacking is. The first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. About some of the historical figures that contributed to technological advances in computing. What techniques are required to create a presentation using appropriate software. • Sound clips can be recorded using sound recording software. Sound clips can be edited and trimmed. •	**Computer systems and networks: Exploring AI** • AI is artificial intelligence and is used in everyday life. • AI is trained on data to recognise patterns and generate outputs. • AI can be used to generate written content. • AI can be used to create visual content like pictures. • AI can help generate basic HTML code to create the structure and layout of a website. • There are ethical issues surrounding AI, including data privacy, bias and responsible use.	**Programming: Intro to Python** • To know that there are text-based programming languages such as Logo and Python. • To know that nested loops are loops inside of loops. • To understand the use of random numbers and remix Python code.	**Data handling 2: Big data 2** • To know that data can become corrupted within a network, but this is less likely to happen if it is sent in 'packets. • To know that devices or that are not updated are most vulnerable to hackers. • To know the difference between mobile data and WiFi.	**Skills showcase: Inventing a product** • What designing an electronic product involves. • Which programming software/language is best to achieve a purpose. • The building blocks of computational thinking, for example, sequence, selection, repetition, variables and inputs and outputs.
Online Safety	• A digital footprint means the information that exists on the internet as a result of a person's online activity. • What steps are required to capture bullying content as evidence. • It is important to manage personal passwords effectively. • What it means to have a positive online reputation. • Some common online scams.					
RE	**<u>CHRISTIANITY: How is God Three – and yet One?</u>** 1. Is it one – or more? 2. Who is the Trinity? How do some Christians show what they believe about the Trinity?	**<u>CHRISTIANITY: What do Christians believe about the Messiah – and why is it good news?</u>** 1. Can we predict the future? Are some events easier to predict than others? What is a 'prophet'? What is a 'prophecy'?	**<u>BUDDHISM: What is the 'Buddhist way of life'?</u>** 1. & 2. Who was the Buddha? Why is he important to many Buddhists and how do they show this? 3. What did Buddha teach about the four Noble Truths and how	**<u>CHRISTIANITY: For Christians, what difference does it make to belong to God's Kingdom?</u>** 1. What might it mean to have a new start? What about a new start with God?	**<u>ISLAM: What helps Muslims to live a good life?</u>** 1. Why is Allah so important to Muslims and how does this affect how Muslims might live? 2. How might prayer (salah) and Hadith affect the lives of many	**<u>Who am I and where do I belong?</u>** 1. 'Who am I – and what's important to me?' 2. How do different religious and non-religious people describe themselves? What's important to

	3. Where was the Trinity at Jesus' baptism? 4. What does Rublev's icon show about the Trinity? Is it important that all Persons of the Trinity are equal? 5. How do some Christians understand or experience the Trinity?…and what difference does it make to how they live? What questions do we want to ask? 6. How is God Three – and yet One? How could we show this concept? What are your ideas about the Trinity?	2. How is the Last Supper a prophetic event? Which things that Jesus says hadn't happened yet? 3. How do prophecies in the Old Testament relate to the person of Jesus? What impact might Christians' beliefs about Jesus being the Messiah have on the Christian community? What do local Christians say? 4. How does Simeon's story help us to understand some ideas about the Messiah? 5. What did Jesus say about himself? How might this link to some prophecies? How do these images help us to understand more about what Christians believe? 6. Why might Jesus being the fulfilment of all these prophecies be good news for Christians? What impact might it have on the Christian community if these prophecies were not true? What do you think followers of Jesus thought as he talked to them on the Road to Emmaus? (v27)	might they affect a Buddhist's way of life? 4. How does the Eightfold Path help on the road to Nirvana (enlightenment)? How does this benefit the sangha (Buddhist community)? 5. Why do many Buddhists meditate? Are worship and meditation different things and why this might be? How does being part of the sangha (Buddhist community) help? 6. What is the 'Buddhist way of life'? How might what pupils have learned about influence and inspire them?	2. Why is it important for Christians to 'act justly' as part of God's Kingdom? 3. Why should Christians 'love mercy'? 4. How can Christians 'walk humbly'? 5. What makes the Christian life distinctive – locally and/or globally? 6. What difference should living as part of God's Kingdom make to the world? 7. What do I think about making a difference?	Muslims? How do they lead to a good life? 3. How might the belief in the two angels who record a person's good and bad deeds would affect how many Muslims lead their lives? 4. What might motivate a Muslim to pray/ give alms/ fast and what effect would this have on their lives – and on the Muslim community? 5. What is Hajj and why might many Muslims want to be part of an ummah? 6. What helps Muslims to have a good life?	them? Which words have helped to give them a sense of identity? 3. What do we think shapes identity for Christian, Jewish and Muslim communities? 4. How do beliefs about living a 'good life' shape someone's identity and live as part of a community? 5. Who am I?! What's important to me? What do I believe? 6. As we move on, what do we leave behind – and what goes with us?
RSHE	**Being Me in My World** • I can explain how my choices can have an impact on people in my immediate community and globally. • I can empathise with others in my community and globally and explain how this can influence the choices I make	**Celebrating difference** • I can explain ways in which difference can be a source of conflict or a cause for celebration. • I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration	**Dreams and Goals** • I can explain different ways to work with others to help make the world a better place. • I can explain what motivates me to make the world a better place.	**Healthy Me** • I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. • I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure	**Relationships** • I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. • I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	**Changing Me** • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby
PE	**<u>Dance – Unit 1</u>** • To be able to work collaboratively with a partner and in small groups to perform more complex dances. • To be able to compare performance with previous performances and demonstrate improvement to achieve personal best • To be able to develop flexibility, balance, strength	**<u>Gymnastics – Unit 1</u>** • To be able to work collaboratively with a partner and in small groups to perform. • To be able to compare performance with previous performances and demonstrate improvement to achieve personal best. • To be able to develop flexibility, balance, strength and control.	**<u>Dance – Unit 2</u>** • To be able to accurately replicate basic dance movements and enjoy participating in a broad range of activities.	**<u>Gymnastics – Unit 2</u>** • To be able to enjoy communicating and collaborating during group work. • To be able to perform for sustained periods of time demonstrating strength and stamina. • To be able to recognise their own success by reflecting upon and evaluating performance.	**<u>Athletics</u>** • To be able to compete developing fluency in skills and techniques individually and as part of a team. • To be able to work in collaboration to apply strategies for maximising speed and distance. • To be able to compare and contrast team and individual performances across a range of activities.	**<u>Rounders (PE Hub)</u>** • To be able to play in competitive games developing fluency in skills and techniques. • To work in collaboration to play using different tactics. • To be able to compare the team's performance against others.

	and control in a range of dances. **<u>Football</u>** • To be able to play competitive games and develop fluency in skills and techniques. • To work in collaboration to play in different formations. • To be able to compare team performance against other team performances.	**<u>Netball</u>** • To be able to play in competitive games developing fluency in skills and techniques. • To work in collaboration to play using different tactics. • To be able to compare the team's performance against others.	**<u>Tag Rugby</u>** • To be able to play competitive games developing fluency in skills and techniques. • To be able to work as a team, implementing attacking and defending tactics. • To be able to compare team performances against other team performance.	**<u>Hockey</u>** • To be able to play in competitive games developing fluency in skills and techniques. • To be able to work in collaboration to play in different formations. • To be able to compare team performance against other team performances.	**<u>Cricket</u>** • To be able to play in competitive games developing fluency in skills and techniques. • To work in collaboration to play using different tactics. • To be able to compare the team's performance against others.	
Enrichment Experiences	Young Enterprise Project Hello Yellow	Anti-Bullying Week – Friendship Day Pizza Express Carol Service Young Enterprise – Make Christmas Decorations	Bikeability	Junior citizenship trip – Epsom racecourse	Residential trip – Henley Fort	Spinnakers Transition Workshop Year 6 Production Leavers Trip-bowling Leavers fun activites