



## Kirkburton Middle School Curriculum Map Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>English</b>  <i>Pupils will be given many opportunities to revisit prior knowledge and skills acquired throughout each unit.</i></p>	<p><b>Harry Potter Unit:</b>            Developing reading skills (inference, retrieval etc.) exploring characterisation, themes and plot structure. Pupils produce a diary entry for the character of Harry Potter.</p>	<p><b>Harry Potter Unit:</b>            Continuation of the reading of the novel and further development of key skills; from half term Pupils study in detail how the 5-part plan can be used to structure a piece of narrative fiction. Pupils produce a ghost story and a biography for JK Rowling.</p>	<p><b>Journalism and letter writing in role.</b>            Media based unit around the sinking of the Titanic. Pupils develop empathy skills in order to produce a letter from a passenger and look in detail at the structure and formality of a newspaper report to produce their own about the sinking of the Titanic.</p>	<p><b>Room 13 (Novel)</b>            Further development of key reading skills – inference, retrieval, prediction etc. Key spelling, punctuation and grammar skills taught through the reading of the novel. Pupils will develop a knowledge of the difference between fiction and non-fiction. Pupils will produce a non-chronological report and a piece of creative writing.</p>	<p><b>Revision (3 weeks)</b>            Reading skills            Spelling, punctuation and grammar practice and consolidation.            Filling gaps in skills and knowledge in preparation for SATs assessment.</p> <p><b>Persuasive Letter Writing</b>            Pupils will revisit the skill of being able to select appropriate grammar and vocabulary structures that reflect what a type of writing requires.</p>	<p><b>Stories from other cultures</b>            Read stories from other cultures in order to create settings, characters and plot for their own narrative.</p> <p>Pupils will build on prior knowledge of key reading skills to focus on developing these skills into PEE paragraphs in preparation for transition to Key Stage 3.</p>
<p><b>Maths</b></p>	<p><b>Number</b>            Place Value            All four operations</p>	<p><b>Fractions</b>  <b>Geometry</b>              Position &amp; Direction</p>	<p><b>Number</b>            Decimals            Percentages</p> <p><b>Geometry</b>            Measurement            Properties of Shape</p>	<p><b>Algebra</b>            Basics</p> <p><b>Statistics</b>            Averages            Graphs &amp; Charts</p>	<p><b>Revision</b>            (Ratio &amp; Proportion)            SATs</p>	<p><b>Applied Maths</b>            Problem Solving</p>

<p><b>Science</b></p>	<p><b>Introduction to Science</b> Pupils discover the vital skills needed to be successful in Y6 Science. They learn the safety rules, how to draw accurate diagrams, measuring and enquiry skills, as well as the experience using a Bunsen burner for the first time.</p> <p><b>Human Body</b> Pupils visit MRS GREN and the major organs systems of the human body especially the circulatory system. They start to build a picture of hierarchy within the human body. They research and discover how to live a healthy life by exploring nutrition, smoking, alcohol and drugs/medicines.</p>	<p><b>Forces</b> Pupils use working scientifically skills to explore the key contact and non-contact forces they come across in everyday life. They start to use scaled force arrows to represent forces. Simple machines are also investigated.</p>	<p><b>Changing materials</b> Pupils are introduced to particles and their arrangement in the states of matter. They recognise reversible and irreversible changes through practical work and learn important safety skills as well as common equipment names and uses.</p>	<p><b>Living things and their habitats</b> Pupils study the importance of habitats, the language around food chains and webs and how the organisms within these habitats depend on each other. They also revisit the importance of plants, understanding their functions and structures.</p>	<p><b>Electricity</b> Pupils will learn the symbols and how to draw circuits accurately. They will also experience making and designing their own circuits, and investigating how components like switches and voltage affect circuits.</p>	<p><b>Evolution</b> Pupils understand how organisms are categorised and the features of those categories. They use this to independently construct classification keys using observable features. Pupils then recognise diversity and visit variation, adaptation and eventually evolution. They understand how scientists came up with the theories using what they have learnt about fossils previously.</p>
<p><b>Art</b></p>	<p><b>What is Art?</b> Exploring the importance of art and understanding the formal elements.</p> <p><b>Picasso and Cubism</b></p>	<p><b>Colour theory</b> Understanding the colour theory and practising mixing them. Exploring colours and their symbolic meanings.</p>	<p><b>Picasso and Cubism</b> Produce a still life from observation and develop it into a Cubist mixed media piece of artwork.</p>	<p><b>Mexican Day of the dead Sugar skulls</b> Exploring the art and culture behind the festival and pupils a create sugar skull inspired artwork.</p>	<p><b>Sugar skulls Clay</b> Understand the processes and techniques used in clay from earth to glazing. Pupils make a clay sugar skull.</p>	<p><b>Printing and pattern</b> Explore the use of pattern and produce their own print.</p>

	Learning about Picasso and his life. Exploring all his periods.	<b>Picasso and Cubism</b> The main focus is on how Cubism developed and understanding its style.				
<b>Computing</b>	<b>Basic Skills</b> Introduction to the school network, passwords. Skills and knowledge to build keyboard and mouse dexterity. Familiarisation with common software packages.	<b>Introduction to Spreadsheets</b> Pupils will work through a set of learning exercises in Excel covering cell references, basic formulae ( +, -, /, *) and the SUM and AVERAGE functions.	<b>Project Mars – Computer Theory</b> Pupils envisage how computers communicate in Binary & common computer parts. Pupils will look at how computers are programmed by accurately writing instructions.	<b>Project Mars – Programming in Scratch</b> Pupils will investigate the importance of creating accurate sequences of commands and control a Turtle on the computer to draw specific shapes.	<b>E-Safety</b> Pupils will discuss online safety & which measures should be put in place to protect oneself from the dangers on the internet.	<b>Textual programming Introduction</b> Pupils will develop programming skills through a project.
<b>French</b>	<b>Talking about yourself</b> Greetings, saying how you are, name, age Focus on pronunciation.	<b>Talking about yourself</b> Alphabet, months and days, saying when your birthday is, classroom instructions, summative assessment. Christmas celebrations in France and Francophone countries.	<b>Talking about yourself</b> Pets, colours, brothers and sisters. Making nouns plural and introduction of adjectival agreement.	<b>School life</b> Describing what is in the classroom and what equipment we have/don't have. Focus on masculine/feminine nouns. Easter traditions in France and Francophone countries.	<b>School Life</b> School subjects. Giving opinions of school subjects. Using conjunctions to link sentences. Life in a French school.	<b>Hobbies and interests.</b> Giving opinions about hobbies.

<p><b>Geography</b></p> <p><i>Key skills and concepts are interleaved throughout the 3-year KMS Geography course. This spiralled curriculum for Geography ensures the development and securing of essential knowledge and processes.</i></p>	<p><b><u>How do I become a skilled MAST Geographer?</u></b></p> <p>Why do we study Geography?  Where are the world's continents and oceans?  Where are Europe's famous countries located?  Where and what is the UK?  What are the UK's main physical features (rivers, mountains, oceans)  What are the UK's main human features (cities, counties, countries)?  Why are maps important? How do we use them?  How do we work out 4 figure grid references?  How do we work out 6 figure grid references?  How do we measure height on a map?  How do we calculate distance on a map?</p>	<p><b><u>How do we use our planet as a natural resource?</u></b></p> <p>What are rocks and how are they a natural resource?  What are renewable and non-renewable resources?  How good is it to use oil as an energy resource?  How can we use natural resources sustainably?  Why do wind farms cause conflict?  What is the impact of our reliance on fossil fuels?  How can we use resources sustainably?  What is climate change/global warming?  How are species becoming endangered?  How is our use of plastics affecting the world?  How can we become more responsible citizens?</p>		<p><b><u>How are settlements structured in urban areas?</u></b></p> <p>How were sites for early settlements chosen?  What different settlement patterns are there?  How have settlements changed and grown?  How are cities structured?  How and why has land-use changed in Huddersfield?  Why is traffic in urban areas a problem?  Are there any solutions to traffic in urban areas?  How has shopping changed?  How are settlements structured in an NEE? (India)  How are our cities becoming sustainable?</p>
<p><b>History</b></p>	<p><b><u>The Romans</u></b></p> <p>Where did the Roman Empire come from?  How did the Roman army help to expand the Roman Empire?  How did Britain become part of the Roman Empire? (The three attempts)  Who was Boudicca and how did she rebel against the Romans?  What did the Romans build after they settled in Britain?  How did bathhouses provide leisure for Romans in Britain?  What was crime and punishment like in Roman times?  What were the religious beliefs of the Romans and who did they worship?</p>	<p><b><u>The 'Golden' Age of Islam: 622AD – 1258</u></b></p> <p>Why is it important to study Islam in this period?  How were Arabs able to spread so far, so quickly?  What can we learn about the Golden Age of Islam from the way they set up Baghdad?  How would London compare to the city of Cordoba?</p>	<p><b><u>The Aztecs: 1300 – 1521</u></b></p> <p>Who were the Aztecs and where/when did they live?  How and why was Tenochtitlan founded?  How did the Aztecs trade and communicate?  What were their beliefs, rites and Gods?</p>	<p><b><u>The Vikings 793 – 1066AD</u></b></p> <p>Where did the Vikings come from?  What did Vikings look like?  How and why did the Vikings invade Britain?  How did British Kings deal with Viking invaders?  What happened during Viking invasions and what were the warriors like?  How did the Vikings live and work? How important was trade to them?  How do Viking artefacts help us to work out what life was like?  Who were the Viking Gods and what did they represent?</p>

	What lasting impact did the Romans leave in Britain?	Why were people willing to fight in Crusades? Which of the early Islamic achievements have had the greatest impact on our lives today?	What was the importance of Aztec warriors? What happened during the Spanish conquest?			
<b>Music</b>  <i>5 units are taught, each lasting approx. 7 weeks.</i>	<b>What is Music?</b> Know and understand some key element words. Develop singing technique. To be able to read a ukulele chord diagram and play C, F and A chords and strum simple patterns as part of a group performance. To recognise four note durations: Semibreve, Minim, Crotchet, Quaver.	<b>Keyboard Kick-Off</b> Understand the layout of the Piano/Keyboard. Use a 5- finger technique when playing 'Ode to Joy' and Jingle Bells' melodies and combine with chords. Develop reading of staff notation and play chords with good technique. Rehearse and perform with confidence.	<b>I Got Rhythm</b> Read more complex rhythms, including semiquaver patterns. Explore body percussion and to develop performance technique on the Djembe drum including slap tone and bass. To create a structured group drumming composition and perform it confidently.	<b>Composing for Film</b> To learn basic features of music sequencing software including searching for, selecting and arranging loops. To add automation to a music technology project. To create an effective soundtrack to a film trailer which includes leitmotif and other film music features	<b>Mash It Up</b> Further develop chord playing technique on both the ukulele and keyboard including learning more challenging chords. Performing a variety of 4 chord songs. As a group, create a mash-up of 4-chord songs and perform. Identifying major and minor tonalities.	
<b>PE</b>	Introducing basic skills and knowledge in <b>Sports hall Athletics</b> . Introducing some knowledge of different Fitness components and Types of Training to improve <b>Fitness</b> levels. <b>Outdoor and Adventurous Activities</b> such as Team Building and Orienteering are	Introducing and developing basic skills in <b>Gymnastics</b> . Creating individual routines and sequences on the floor. Introducing and developing basic skills for invasion games through <b>Quicksticks Hockey</b> . Playing adapted games.	Dancing through the ages. Introducing the basics skills in <b>Dance</b> through 1920s to 1980s dance styles. Introducing and developing skills and knowledge in invasion games through <b>Football</b> . Playing adapted games.	Introducing and developing basic skills in Net games through <b>Table Tennis</b> . Introducing and developing basic skills for Invasion games through <b>High 5 Netball</b> . Playing adapted games.	Introducing and developing basic skills in striking and fielding activities through <b>Cricket</b> . Introducing basic skills and knowledge in <b>Athletic</b> activities. through a visit to Bradley Woods <b>Outdoor Adventure</b> Centre pupils are introduced to	Introducing and developing basic skills in Net games through <b>Short Tennis</b> . Introducing and developing basic skills in striking and fielding through adapted games of <b>Rounders</b> .

	used in the first week to strengthen new friendships within the class.				Outdoor and Adventurous Activities.	
<b>PSE</b> <i>PSE is taught for half and year and RE is taught for the other half year</i>	<b>Being me in my world</b> A discussion of Rights, Responsibilities, Rewards and Consequences. We consider our hopes/goals, worries/fears looking ahead to the future.  <b>Celebrating difference</b> Consideration of what is normal, understanding difference, and consideration of why people bully.	<b>Dreams and Goals</b> Personal learning goals, Recognising achievements.  <b>Healthy Me</b> Taking responsibility for our Health and Wellbeing, Drugs, and Emotional and Mental Health.	<b>Relationships</b> What is Mental Health, My mental Health, Love and Loss.  <b>Changing me</b> Self-image, how a baby is conceived and develops.	<b>Being me in my world</b> A discussion of Rights, Responsibilities, Rewards and Consequences. We consider our hopes/goals, worries/fears looking ahead to the future.  <b>Celebrating difference</b> Consideration of what is normal, understanding difference, and consideration of why people bully.	<b>Dreams and Goals</b> Personal learning goals, Recognising achievements.  <b>Healthy Me</b> Taking responsibility for our Health and Wellbeing, Drugs, and Emotional and Mental Health.	<b>Relationships</b> What is Mental Health, My mental Health, Love and Loss.  <b>Changing me</b> Self-image, How a baby is conceived and develops.
<b>RE</b> <i>RE is taught for half and year and PSE is taught for the other half year</i>	<b>Christianity</b> What are the features of a church?  What are the main Christian beliefs?  Why is the bible important to Christians?  <b>Side A on the timetable</b>	<b>Christianity</b> What are parables?  What is Communion?  <b>Islam</b> Who was Muhammad?  What are the 5 Pillars of Islam?	<b>Islam</b> What does Islam teach about morality?  Life as a Muslim in Modern Britain?  What are the features of a Mosque?  <b>Side A on the timetable</b>	<b>Christianity</b> What are the features of a Church?  What are the main Christian beliefs?  Why is the Bible important to Christians?  <b>Side B on the timetable</b>	<b>Christianity</b> What are parables?  What is Communion?  <b>Islam</b> Who was Muhammad?  What are the 5 Pillars of Islam?	<b>Islam</b> What does Islam teach about morality?  Life as a Muslim in Modern Britain?  What are the features of a Mosque?  <b>Side B on the timetable</b>

		<p>Why is the Quran important to Muslims?</p> <p><u>Side A on the timetable</u></p>			<p>Why is the Quran important to Muslims?</p> <p><u>Side B on the timetable</u></p>	
<b>Technology</b>	<p><b>Food Preparation &amp; Nutrition</b> - Pupils will be taught about safe food preparation and hygiene. They will learn about nutrition following the Eatwell guide and will make several dishes using fruits and vegetables. Some pupils will cover this in term 2.</p>	<p><b>Food Preparation &amp; Nutrition</b> - Pupils will be taught about safe food preparation and hygiene. They will learn about nutrition following the Eatwell guide and will make several dishes using fruits and vegetables. Some pupils will cover this in term 2.</p>	<p><b>Product Design-</b> Pupils will work with wood. They will understand there are various categories of wood. They will make a desk tidy and learn about health &amp; safety in the workshop whilst working with a variety of tools and machines. Some pupils will cover this in term 1.</p>	<p><b>Product Design-</b> Pupils will work with wood. They will understand there are various categories of wood. They will make a desk tidy and learn about health &amp; safety in the workshop whilst working with a variety of tools and machines. Some pupils will cover this in term 1.</p>	<p><b>CAD Textiles</b> Computer Aided Design – pupils will learn the basics of 2D CAD drawing. This will then link to their textiles project where they will learn about fibres and fabrics. They will learn simple embroidery skills and how to use a sewing machine as they make a bag.</p>	<p><b>CAD Textiles</b> Computer Aided Design – pupils will learn the basics of 2D CAD drawing. This will then link to their textiles project where they will learn about fibres and fabrics. They will learn simple embroidery skills and how to use a sewing machine as they make a bag.</p>