



Oxford Gardens Primary School

Year 6 IPC Curriculum Map

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>IPC</p> <p>Science</p> <p>History</p> <p>Geography</p> <p>Art/D&T</p>	<p>Moving People (including migration)</p> <p>Focus on: locational knowledge, place knowledge human/physical, geographical skills & features</p> <p>Geographical skills</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>Battle of Britain (WWII)</p> <p>Focus on: -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Blitz.</p> <ul style="list-style-type: none"> construct informed responses that involve thoughtful selection and organisation of relevant historical information understand how our knowledge of the past is constructed from a range of sources. establish clear narratives within and across WW2 and AD900 devise historically valid questions about change, cause and significance using information gathered/given and answer using evidence and drawing on a chronologically secure knowledge devise historically valid questions about change, cause, similarity and difference, and significance noting connections, contrasts and trends over time <p>Art</p> <ul style="list-style-type: none"> Continue to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] e.g. 	<p>Evolution & Adaptation</p> <p>Focus on: evolution and inheritance. Living things and their habitats</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 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 give reasons for classifying plants and animals based on specific characteristics. (Y5 objectives) 	<p>Early Islamic Civilisations</p> <ul style="list-style-type: none"> the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China establish clear narratives within and across WW2 and AD900 	<p>Summer 1</p>	<p>Summer 2</p> <p>Growing Up</p> <p>Focus on: Animals including humans</p> <ul style="list-style-type: none"> 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 on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans. <p>Year 6 production -</p> <p>Art</p> <ul style="list-style-type: none"> improve their mastery of art and design techniques including drawing, painting and sculpture with range of materials. <p>D&T</p> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately create detailed IPC sketch books to record their observations and use them to review and revisit ideas give detailed evaluations of their ideas and products against their own design criteria and consider the views of others to improve their work investigate and analyse a range of existing products draw on prior knowledge and build on their understanding of how key events and individuals in design and technology have helped shape the world understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]



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