



John Hampden Primary School
Curriculum Map



Year 6 Long Term Overview

Autumn Term PSHE Theme		Spring Term PSHE Theme		Summer Term PSHE Theme	
COMMUNITY	CELEBRATING DIVERSITY	PERSEVERANCE	HEALTHY MIND & BODY	HEALTHY RELATIONSHIPS	EMBRACING CHANGE
Belonging Responsibility Rights	Inclusion Respect Acceptance	Self-Belief Aspiration Challenge	Balance Keeping Safe Self Esteem	Tolerance Choice Conflict Resolution	Independence Resilience Looking Forward
Autumn 1 Me and My World	Autumn 2 Conflict, Duty and Sacrifice	Spring 1 Motivation for Change	Spring 2 A healthy body and an open mind	Summer 1 Muggles & Magic	Summer 2 Be Awesome!
Whole Class Reader: Wonder by RJ Palacio 	Whole Class Reader: War Horse by Michael Morpurgo 	Whole Class Reader: Windrush Child By Benjamin Zephaniah 	Whole Class Reader: Pig Heart Boy by Malorie Blackman 	Whole Class Reader: Harry Potter & the Philosophers Stone by JK Rowling 	Whole Class Reader: The Final Year by Matt Goodfellow & Can You See Me? By Libby Scott & Rebecca Westcott 
Core Text: The Lighthouse (Literacy Shed Video) 	Core Text: Poems from the First World War (Gaby Morgan) & War Game by Michael Morpurgo 	Core Text: Tuesday by David Wiesner 	Core Text: The Highwayman by Alfred Noyes 	Core Text: Newt Scamander: Fantastic Beasts and Where to Find Them by JK Rowling 	Core Text: Alma (Literacy Shed Video) 

<p>PSHE Outcomes: 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. Exploring positive role-models.</p>	<p>PSHE Outcomes: Challenging perceptions of normality. Understanding disability. Exploring power struggles. Understanding bullying and peer-pressure. Promoting inclusion and challenging exclusion. Recognising differences as sources of conflict and celebration. Encouraging empathy.</p>	<p>PSHE Outcomes: 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. Giving and receiving compliments.</p>	<p>PSHE Outcomes: 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: 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: 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, boyfriends/girlfriends, awareness of sexting. Transition to secondary school.</p>
<p>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.</p>	<p>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 11th November.</p>	<p>Topic Overview: In this topic, we will be learning about the Windrush Generation. Our class text, Windrush Child, is centred around Leonard, a child who is one of thousands of people and families who were persuaded by the government to help rebuild England after the Second World War and make a better life for themselves. Children will look at Leonard’s story and the ways his self-belief and perseverance helped him to face and overcome the challenges he encountered whilst growing up in 1960s Britain.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Writing Opportunities: To entertain: Narrative: changing viewpoints in ‘Wonder’ and setting descriptions from ‘The Lighthouse’ To inform: Character diaries</p>	<p>Writing Opportunities: To inform: Informal letters from the trenches, Field Week recounts and non-chronological reports Poetry: Performing and writing WW1 poetry</p>	<p>Writing Opportunities: To inform: Newspaper reports and police reports based on ‘Tuesday’ To persuade: Formal letter writing for a Windrush memorial</p>	<p>Writing Opportunities: To discuss: Balanced arguments (xenotransplantation debate) To entertain: ‘The Highwayman’ playscripts</p>	<p>Writing Opportunities: To inform: ‘Fantastic Beasts’ non-chronological reports To discuss: Trip review (HP Studio Tour)</p>	<p>Writing Opportunities: To entertain: Setting and character descriptions in ‘Alma’. Y7 Transition Project – Superhero stories</p>

<p>Art Access Art Unit: Exploring Identity Explore how artists embrace culture, background and passions which make them who they are. (collage, drawing & sketchbooks)</p>	<p>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) DT Christmas stockings – combining different fabric, and shapes.</p>	<p>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)</p>	<p>DT Food – celebrating culture and seasonality.</p>	<p>DT Electrical systems – using more complex structures and circuits (including programming, control and monitoring)</p>	<p>Art/DT: Production art, prop-making, programmes, posters</p>
<p>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).</p>	<p>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, War Horse Theatre Trip, Black History Month</p>	<p>Experiential Learning: Whole-school Arts Week E-Safety Week</p>	<p>Experiential Learning: Junior Citizen – safety and dealing with emergencies</p>	<p>Experiential Learning: Harry Potter Studio Tour, Lord Williams’s School Primary Dance Festival,</p>	<p>Experiential Learning: Summer Production, Sleepover, Sports week (various coaching sessions)</p>
<p>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</p>	<p>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.</p>	<p>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)</p>	<p>Maths: White Rose scheme of work, SATs practice and revision (arithmetic & reasoning).</p>	<p>Maths: White Rose scheme of work, SATs practice and revision (arithmetic & reasoning) Weekly after-school SATs revision drop-in sessions.</p>	<p>Maths: Consolidation of arithmetic and reasoning through investigations and word problems. Transition project: number walls.</p>

<p>Humanities: Geography: Our Changing World. Energy: how do we power the world? Sustainable world: does it matter how we live? Local History Study: John Hampden and the Civil War (Week Study)</p> <p>Science: Electricity (building circuits and using circuit diagrams, electrical safety).</p> <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 (Scratch – variables)</p> <p>Music: Rhythm and pulse (reading and writing rhythm notation), History of Music timeline</p>	<p>Humanities: History: 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.</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: Spreadsheets (cross curricular)</p> <p>French: ‘This is France’ (distance, direction, nationality, Paris)</p>	<p>Humanities: Geography: Trade and Economics. Farms and factories: where does our food come from? Global trade: how do we get our stuff?</p> <p>Science: Living things and their Habitats Classification and grouping, characteristics, Linnaeus, adaptation to habitat factors, variation between species.</p> <p>RE: How is the Qur’an vital to Muslims today? (Islam)</p> <p>PE: REAL PE Health and Fitness (exploring fitness, recording own fitness and planning activities for fitness), Gymnastics</p> <p>Computing: Creating a website & 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>Humanities: History: Crime and Punishment – A journey through British history to discover how crime and punishment has changed through the ages.</p> <p>Science: Animals including humans (Keeping Healthy) The circulatory system, the structure of the heart and lungs, healthy lifestyles and the impact of an unhealthy 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 over 2000 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: Green Screening - The Highway Man & Garageband</p> <p>Music: Films and Scores, History of Music timeline</p>	<p>Humanities: Geography: Shaking it Up Earthquakes: how do they change the world?</p> <p>Science: Evolution & Inheritance (Charles Darwin) Use fossil evidence to explain what life was like on earth millions of years ago Explain how the fossil record provides evidence for evolution. The life and research of Charles Darwin. Offspring and variation.</p> <p>RE: How do inspirational people impact on how Humanists live today? (Humanism)</p> <p>PE: Hockey, netball.</p> <p>Computing: 3D Modelling</p> <p>French: ‘Let’s go Shopping’ (eating out, shopping, money, clothing, telling the time, days of the week)</p>	<p>PE: Athletics (preparation for Sports Day events), Dance (leading to Dance Festival performance and Summer Production), Cricket</p> <p>Computing: LWS Transition Project (Hour of Code), Coding (We-Do: sensors), Networks</p> <p>Music: Learning production songs, working together on arrangements of ensemble/small groups and solo parts</p>
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<p>EMOTIONAL LITERACY: EMPATHY - Compare my own needs with children in different communities. Empathise with feelings and actions of others. “Now that I know...I can understand why...”</p>	<p>EMOTIONAL LITERACY: CHALLENGING NORMAL – Awareness of attitudes towards differences and perceived differences in society. “.....could affect somebody’s life by....” “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. “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. “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 overpower a situation. “I recognise that....is trying to exert power by....” “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. “We need to change.....due to”</p>
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